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The major purpose of teaching handwriting is to provide children with a means of expressing their thoughts and ideas. Through the use of appropriate activities, students have the opportunity to acquire the necessary skills to enable them to write easily and legibly. This guide has been prepared to aid in developing a systematic program to help children gain the handwriting skill and proficiency they need.

Recommended methods and procedures for teaching handwriting in grades 1-6 are reported. At each grade level general information, fundamentals of manuscript, suggested areas of concentration, the left-handed writer, and transitional writing stages are discussed as they pertain to that particular age child. Materials to be used are listed, and suggestions for scheduling classes are made. The organization of this guide has the flexibility necessary to allow individual teachers and schools to adapt instruction to the abilities and needs of their pupils and classes.

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TEACHING CHILDREN TO WRITE

ED001749

IN THE
ST. PAUL ELEMENTARY
SCHOOLS

REVISED 1961

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TEACHING CHILDREN TO WRITE
IN THE
ST. PAUL ELEMENTARY SCHOOLS

Curriculum Bulletin No. 59
St. Paul Public Schools
St. Paul, Minnesota
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FOREWORD

The major purpose of teaching handwriting is to provide children with a means of expressing thoughts and ideas. Through the use of appropriate activities students should have the opportunity to acquire the necessary skills to enable them to write easily and legibly.

Evidence indicates that handwriting cannot be successfully taught through the use of incidental methods alone. It requires a developmental program with provisions for individualized instruction. Regularly assigned periods should be scheduled to teach specific aspects of handwriting. Furthermore, the quality of writing must be continually emphasized if we are to maintain and improve skill in this area of instruction.

This guide has been prepared to aid in developing a systematic program of handwriting. Recommended methods and procedures are given. Materials to be used are listed. Suggestions for scheduling classes are made. Its organization has the flexibility necessary to allow individual teachers and schools to adapt instruction to the abilities and needs of their pupils and classes.

The contents of this guide are aimed specifically at helping children gain skill and proficiency in handwriting. In using it, attention should be given to teaching these skills in a manner that will assist in developing wholesome social attitudes which are equally important.

TABLE OF CONTENTS

Page

HANDWRITING COMMITTEE ROSTER i

FOREWORD ii

GRADE ONE 3

General Information 3

I. The Six Year Old Child and Handwriting 3
II. Purposes 3
III. Readiness for Handwriting 4
IV. Positions for Manuscript Writing 4
V. Fundamentals of Manuscript 6
VI. Organization for Instruction 8
VII. Kinds of Writing Children Should Do 9
VIII. Writing Materials for Grade One 10
IX. The Left-Handed Writer 11
X. Evaluation 12
XI. Diagnosing Errors 13

Introducing Manuscript 14

I. Suggested Procedures 14
II. Steps in Introducing Manuscript 18
III. Sample Lesson 38
IV. Suggested Order of Presentation 39

GRADE TWO 43

General Information 43

I. Introduction 43
II. The Seven Year Old Child and Handwriting 43
III. Purposes 44
IV. Basic Fundamentals of Manuscript 44
V. Suggested Areas for Concentration 45
VI. Kinds of Writing Children Should Do 49
VII. Organization for Instruction 50
VIII. The Left-Handed Writer 52
IX. Materials 53

GRADE THREE 57

General Information 57

I. Introduction 57
II. The Eight or Nine-Year Old Child and Handwriting . . 58

Page

III. Purposes 58
IV. Review of Basic Manuscript Handwriting Fundamentals. 59
V. The Transition to Cursive Writing 60
VI. Kinds of Writing Children Should Do 62
VII. Proper Heading and Neatness 63
VIII. The Left-Handed Writer 64
IX. Materials 65

Cursive Writing 67

I. Positions 67
II. Basic Fundamentals 70
III. Evaluation 73

Steps in Introducing Cursive Writing 78

GRADES FOUR, FIVE and SIX 103

General Information 103

I. Introduction 103
II. The Preadolescent and Writing 103
III. Purposes 104
IV. Basic Strokes 104
V. Suggested Areas for Emphasis 105
VI. Writing Vocabulary 111
VII. Maintenance of Skill in Manuscript Writing 114
VIII. The Left-Handed Writer 114
IX. Materials 116
X. Evaluation 117

GRADE I

General Information

I. THE SIX YEAR OLD CHILD AND HANDWRITING

From early infancy onward, muscular development proceeds in a downward direction from the head and shoulders to the extremities and becomes increasingly refined with increasing age. Head, shoulder and arm control develop first, followed by wrist and finger control. Gross arm movement is characteristic in young children learning to write and practicing drawing on large surfaces. The cramped finger tension and lack of arm movement in the writing of young children in the primary grades probably is the result of unnatural forcing of small writing with small pencils in restricted areas before the finer arm, hand and finger coordinations have had a chance to develop naturally.

II. PURPOSES

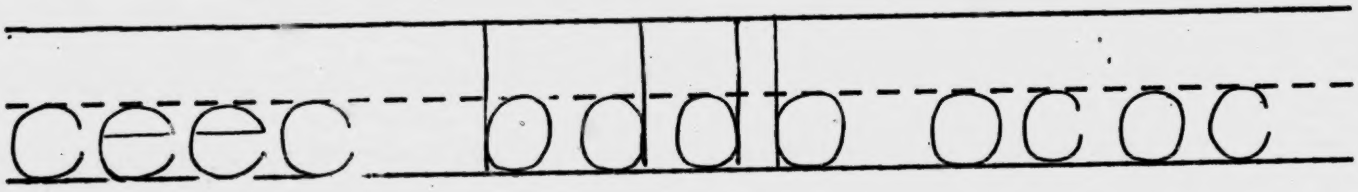
1. To develop good habits of posture, position of paper and grasp of pencil.
2. To write legibily using large uniform manuscript with proper letter formation.
3. To begin independent writing with the attitude of writing well at all times.

Recommended time allotment — 100 minutes per week

III. READINESS FOR HANDWRITING

Before initiating writing instruction, children should have demonstrated their ability to follow directions and understanding of terms used in writing. Where there does not appear to be sufficient development, games and exercises may be used to emphasize words left, right, top, bottom, up, down, circle, round, straight, cross, period, dot, question mark, slant, short, long, above, below, space, small, capital and margin.

Children should also show the development of visual discrimination in reading readiness materials such as



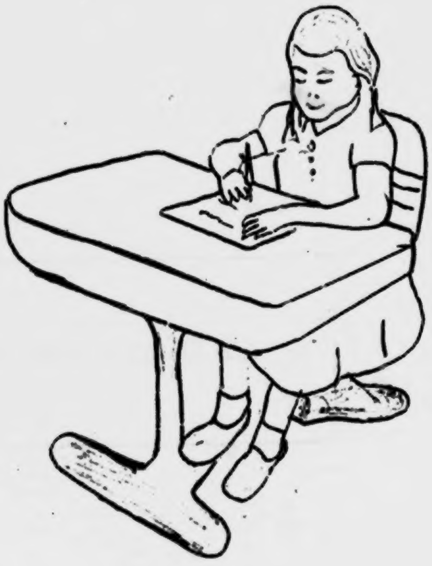
IV. POSITIONS FOR MANUSCRIPT WRITING

A. Sitting Position

Sit erect, lean forward from hips with shoulders slightly forward.

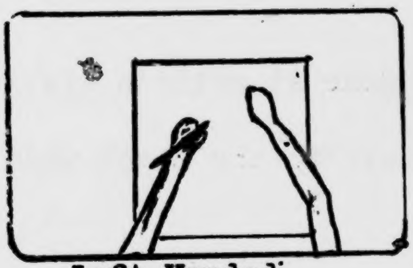
Keep both feet on the floor.

Let both forearms rest on the desk.

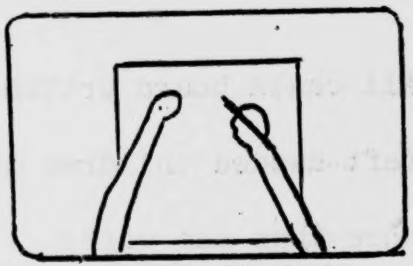


B. Proper Paper Position

Place paper squarely in front of the body in the center of the desk - perpendicular to the front edge of the desk.



Left-Handed



Right-Handed

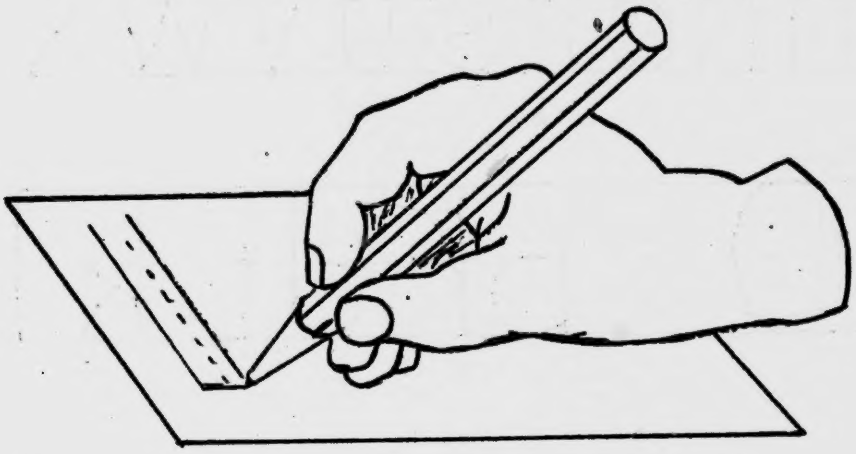
C. Position of Pencil in Hand

Hold the pencil loosely with the thumb and the first finger.

Rest the hand on the fingers and on the heel of the hand. Do not rest it on the side of the hand.

Allow about one inch of the pencil to show below the fingers.

Slant the pencil toward the upper arm and shoulder.



Note: Left-handed children should hold pencil ½ inch longer.

D. Position at Chalkboard

Stand erect.

Stand at nearly arms length from the board.

Hold the chalk between the thumb and forefinger resting the chalk on the second finger. Point the chalk toward the center of the hand. A half piece of chalk is suggested.

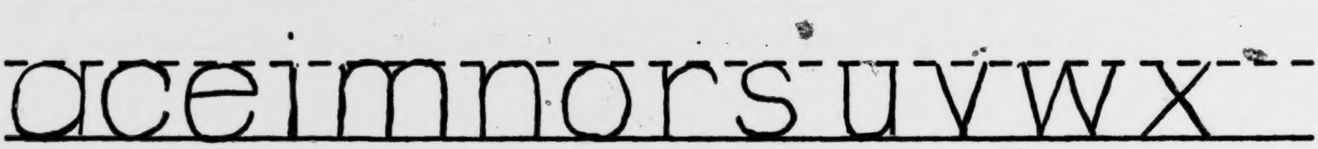
All chalk board writing should be done at child's eye level. Left-handed children may have to move to the right when they write more than one word.

V. FUNDAMENTALS OF MANUSCRIPT

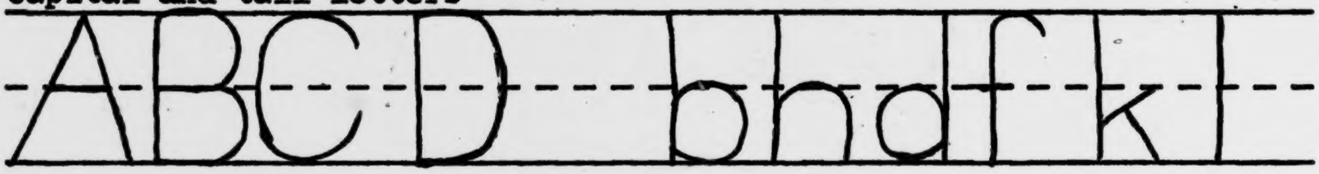
A. Alignment

All letters should rest on the base line. All letters should have proper relative heights.

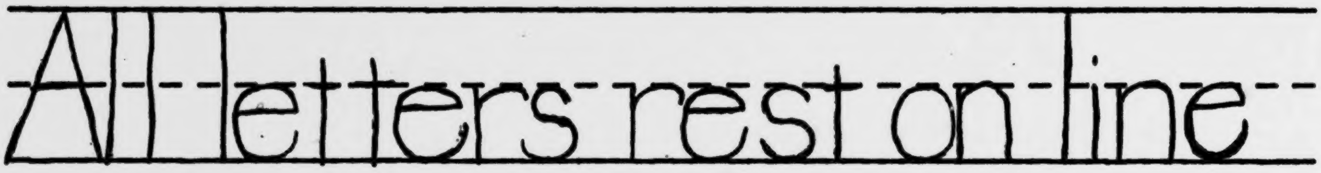
Small letters


aceimnorsuvwx

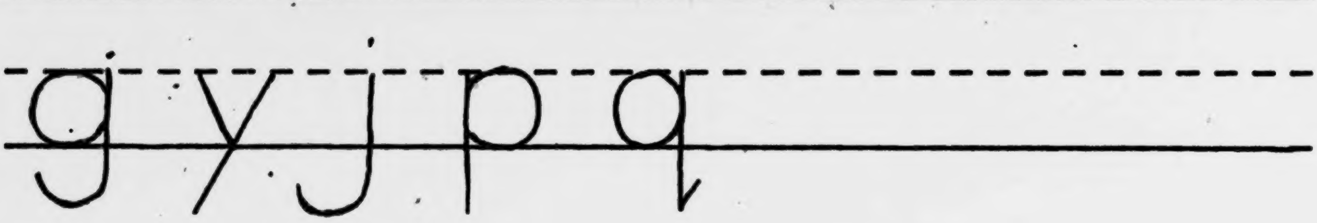
Capital and tall letters


ABCD bhdfkl

B. Uniformity

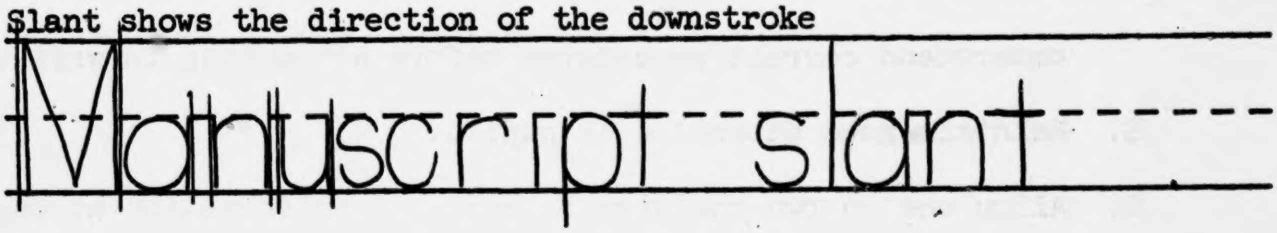

All letters rest on line

Below the line letters



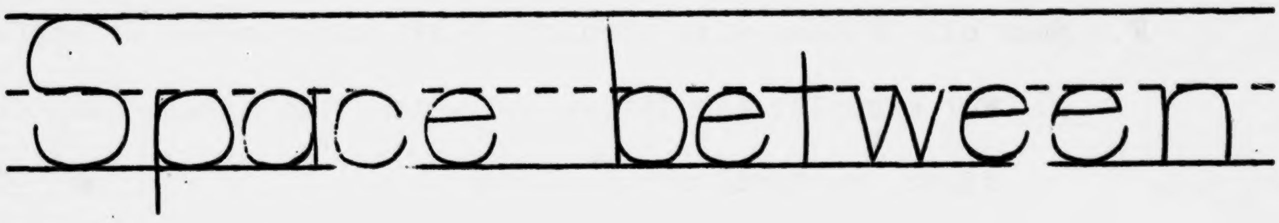
C. Slant

Slant shows the direction of the downstroke


Manuscript slant

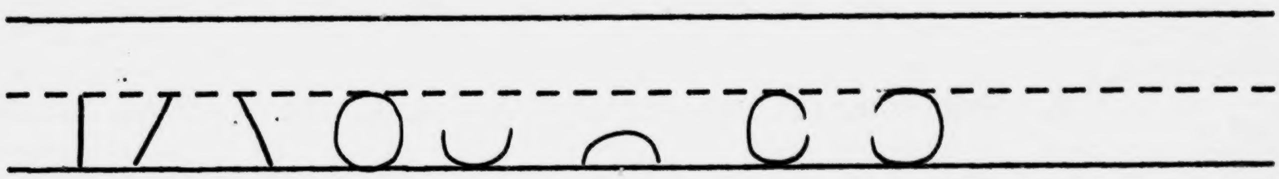
D. Spacing

To make manuscript writing more readable, the proper space should be left between letters, between words, and on margins.


Space between

E. Letter formation

The basic strokes used in the formation of manuscript letters are



VI. ORGANIZATION FOR INSTRUCTION

A. Give specific instructions and demonstrations, so that children understand correct procedures before attempting to write.

B. Maintain good attention of pupils.

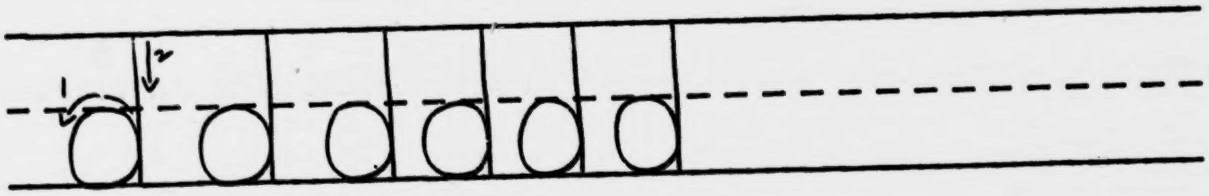
C. Allow one or two children to make letter formation at chalkboard while others watch.

D. Directly supervise all children's practice.

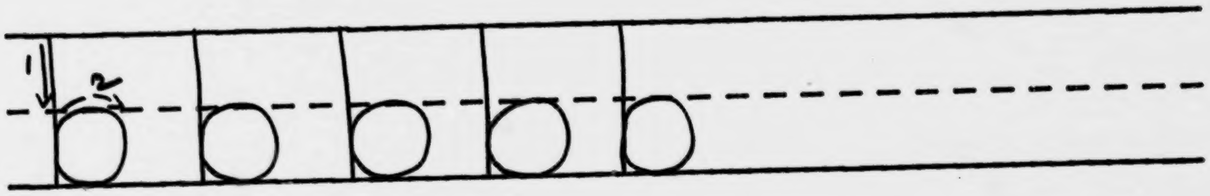
E. Vertical strokes are made from top to bottom. Horizontal strokes are made from left to right.

F. Make all letters with straight lines and circles or parts of circles.

1. For example, the letter - d - make the circle counter-clockwise first, vertical stroke second.



2. For example, the letter - b - make the vertical stroke first, circle clockwise second.



VII. KINDS OF WRITING CHILDREN SHOULD DO

Until children have learned the correct formation of all letters, they are somewhat limited in their writing. However, as they progress, writing becomes a wonderful tool for expression. In the beginning of the year children may experience writing their names, colors, and words used in reading. The teacher must be sure that the regular lessons and exercises in learning manuscript writing forms carry over into normal writing situations.

During the last third of the year children begin to express themselves in many written ways. Writing something to be read by another person is a natural stimulus to improve writing.

Examples:

- a. Labels (use regular writing paper, then cut and paste in desired place)
  - on pictures made
  - for Science collections
- b. Invitations
  - for parents
  - for other grades
- c. Gift tags
- d. Birthday and other card greetings
- e. Captions on pictures
- f. Sentences to tell about pictures
- g. Keeping records
- h. News items
- i. Stories
  - original

write an ending to an unfinished story

on designated title as "My Favorite Toy"

j. Classification of words

spring words

words that tell how I feel

animal friends

k. Riddles

l. Poems

VIII. WRITING MATERIALS FOR GRADE ONE (*Indicates item stocked in storehouse and available by requisition.) Samples of writing paper may be found in the Appendix at the end of the guide.

*1. Number 1 manuscript writing paper, 12 x 18 inches. Two-inch heavy ruling, with 1 inch light line between. To be used in initial phases of manuscript writing, this paper is designed to be used with large crayon or pencil. It will eliminate the need for using newspaper print which had to be folded.

*2. Number 2 manuscript writing paper, 8½ x 11 inches. One-inch heavy ruling, with ½ inch light line between. This paper will be usable in the latter part of first grade. Its use will facilitate the transition to smaller letters.

*3. Large black crayons.

4. Thick pencils with soft lead. Pencils should not be extremely sharp - round point is preferable.

*5. Lined blackboard and chalk. (Note: Lining and relining blackboard surface by school shop through regular requisition channels.)

*6. Manuscript alphabet wall cards.

*7. Pamphlet -- Teach Me How to Write (for teacher).

IX. THE LEFT-HANDED WRITER

Manuscript writing usually is not more difficult for left-handed children than for right-handers. They encounter most of their difficulties when beginning to write cursive. Although few problems appear in the manuscript, it is still important to locate those who probably will have future problems.

1. In the early primary grades, children may be found who have a weak left-hand dominance. This may be discovered by asking the child to cut paper with scissors, trace an intricate pattern, use a screw driver, or sew. If one or more of these tasks is performed with the right hand, the left hand dominance probably is weak. Under favorable conditions he might be changed to a right-handed writer. The most efficient writers have a strong hand dominance and do not seem to resort to hooking and other unnatural adjustments. Children should be encouraged to use only the preferred hand in all tasks. There is no advantage in being ambidextrous - on the contrary there are indications that the lack of a consistent preference may be accompanied by unwanted traits.
2. Some left-handed children have a weak left-hand dominance. If this child can be identified early, he should be encouraged to have fun with the right hand, practicing writing, scribbling, and drawing during his free moments. Force must not be used to change him and motivation should come from the child wanting to change to the right hand. If the child shows resistance or indifference he should be encouraged to retain and improve his left-handed skills. Some cases of stuttering are believed to be caused by the child being FORCED to perform neuromotor skills (i.e., writing with the unpreferred hand) in an unnatural way. Speech and hand dominance are believed

to be controlled by the same hemisphere of the brain. These beliefs suggest that hand preference is based on the constitution of the organism and that tampering with it might have serious consequences. If a child is tested for hand preference the outcomes should be recorded by the teacher on the cumulative record.

3. Children with a strong preference for the left-hand are likely to be left-handed all of their lives no matter what anyone tries to do to change them. Teachers should help them to live happily with this by not pointing out that it may be unique. Left handedness is natural for them. They are not different. It is only a normal manifestation of individual differences.

X. EVALUATION

Are all vertical strokes straight?

Are all round letters round, rather than oval?

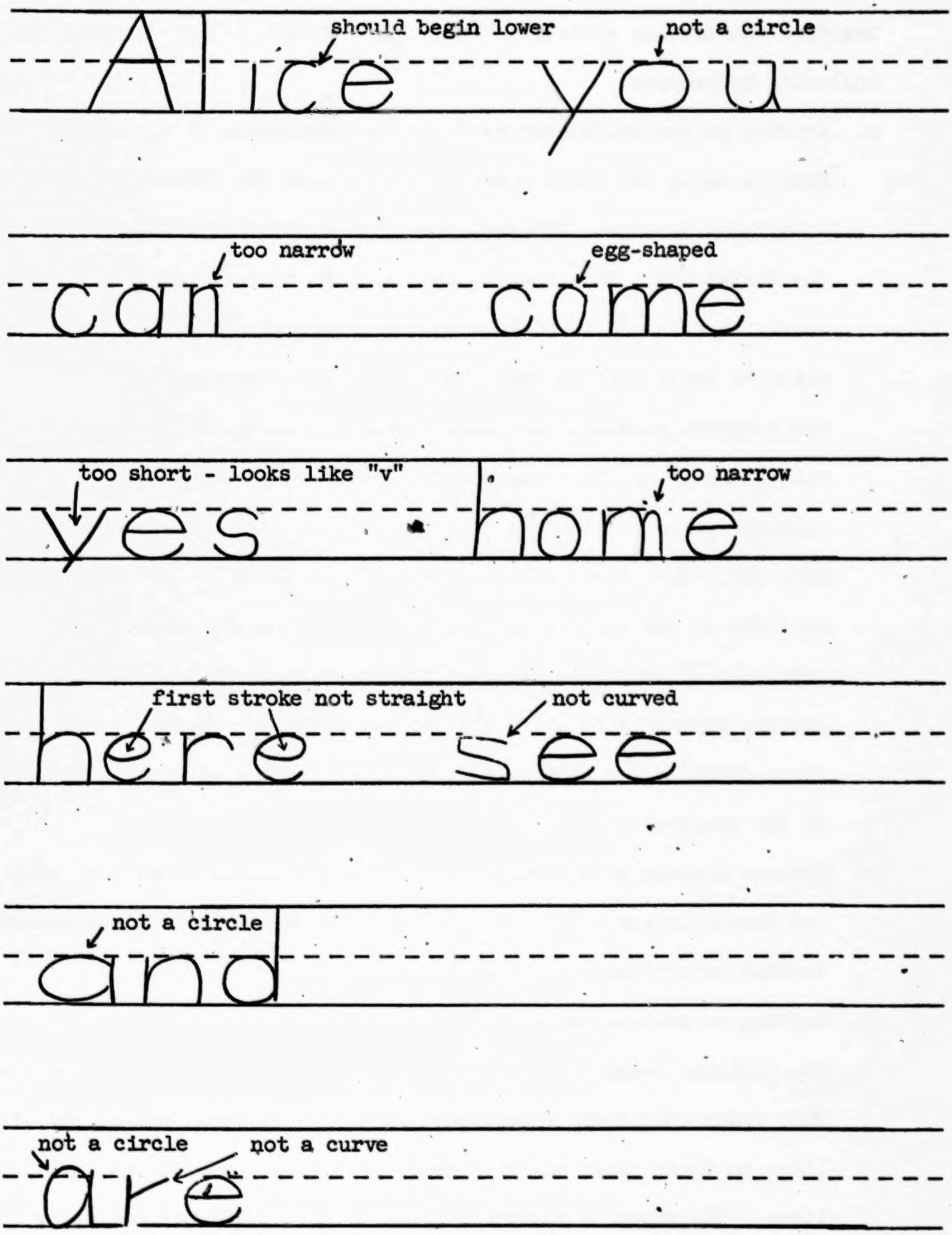
Are letters of proper size and height?

Is proper spacing maintained between letters and words?

Occasionally, it may be profitable to have the children evaluate a group of writing papers.

Display the best papers.

XI. DIAGNOSING ERRORS


Alice
should begin lower
you
not a circle
can
too narrow
come
egg-shaped
yes
too short - looks like "v"
home
too narrow
here
first stroke not straight
see
not curved
and
not a circle
are
not a circle
not a curve

Introducing Manuscript

I. SUGGESTED PROCEDURES

Teachers who develop successful manuscript writers follow somewhat the following procedures.

A. Writing on the chalkboard (left to the discretion of the teacher).

This is begun the first weeks of school when the first grade maintains a half-day session. Children are given a specific writing place at the chalkboard. They should stand several inches away from the chalkboard. They stand erect holding the eraser with one hand and the chalk in their writing hand. Hold the chalk between thumb and first two fingers, pointing the chalk toward the center of the hand. A half-piece of chalk is suggested. Practice in making circles, straight lines and vertical lines before making letters is suggested. Each child should write at his own height, which is the space directly in front of his eyes or one space higher. Teacher judgment determines time when children are ready to use paper and crayon. Chalkboard writing may continue until all letters have been taught, then, only those children who have a need for using large muscles will continue at the chalkboard.

B. Picture drawing as a means of manuscript readiness. See next page for Sample Lesson. This may be done simultaneously with chalkboard writing or writing on unlined paper with crayons.

C. Writing on unlined paper (12" x 18") with crayons.

The children learn to fold their own paper. It is folded three times. They trace over every other fold with a dark crayon, making the dark lines on their paper and the remaining folded lines become the light lines. The paper is placed in front of the child--perpendicular to the front edge of the desk. The crayon should be held loosely with the thumb and the forefinger, and should rest against the middle finger. It should be held on the paper, and should point toward the shoulder. This position will help keep the hand turned so that it rests on the remaining fingers, instead of the side.

If children have not had experience in chalkboard writing, they should be taught each of the letters under direct supervision.

D. Writing on lined paper with pencil.

By this time children have had experience writing all the letters correctly, and have developed a small reading vocabulary which may be used in lessons which could be presented. (Legibility, neatness and proper formation of letters are the most essential factors in good manuscript handwriting.) It is wise for the teacher to gradually allow children to write with lined paper and pencil as they have shown ability to do well with crayon. This is a good incentive.

E. Sample Lesson.

The following idea has been used by some teachers with much success.

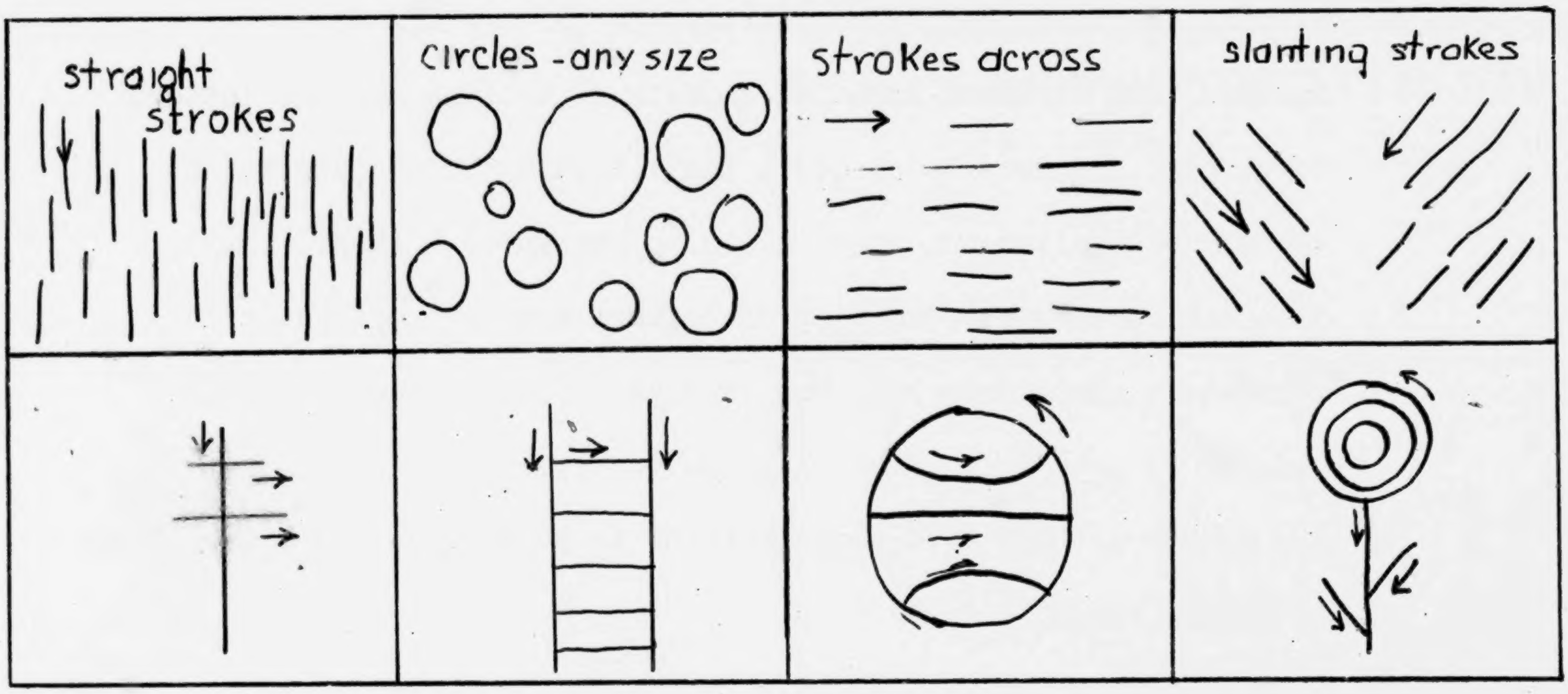
The object is to develop visual - motor skills necessary for manuscript writing.

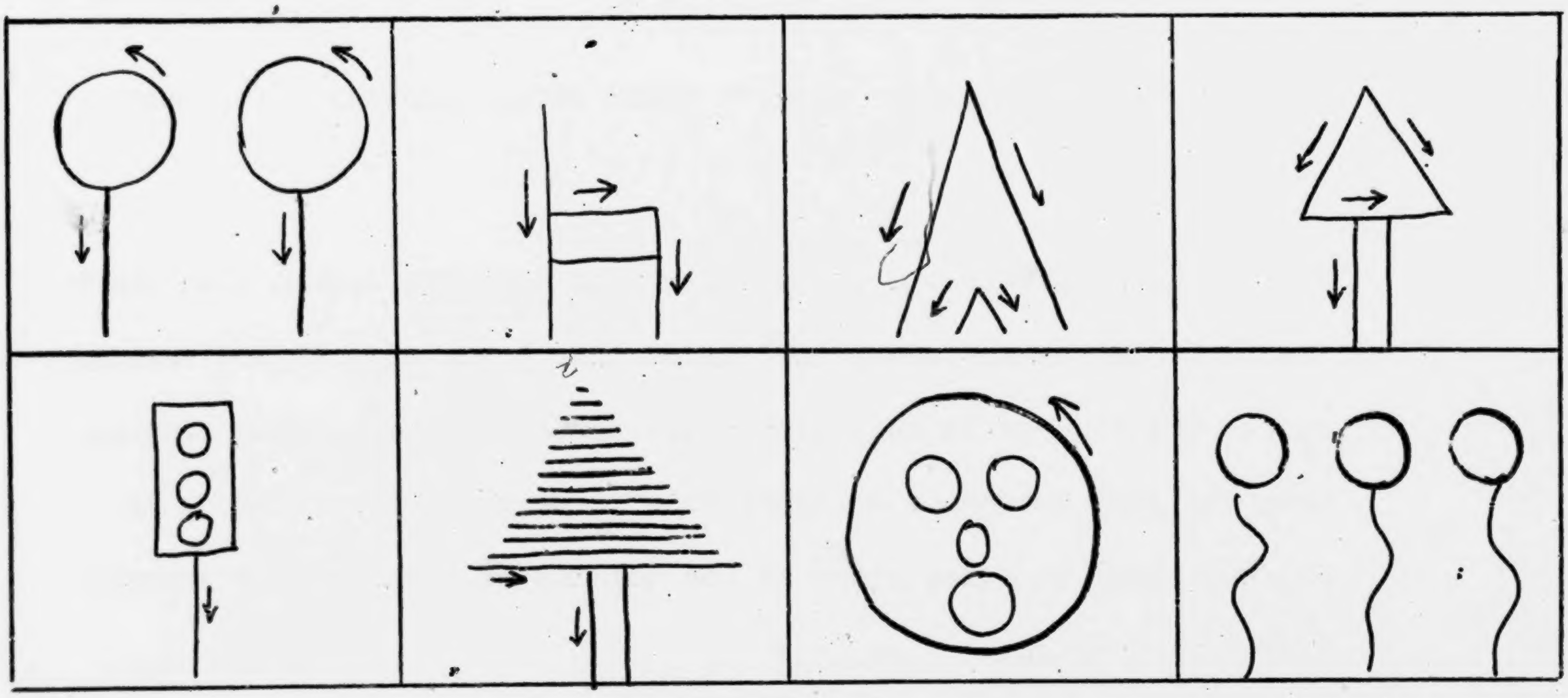
Four to eight pictures are drawn for each directed lesson with the teacher. 12" by 15" newsprint folded into 4 boxes is a good working size. The figures in each lesson are to be produced, using crayons, with the same movements as those used in manuscript writing; such as, all straight lines start at the top and go downward and proceed from left to right.

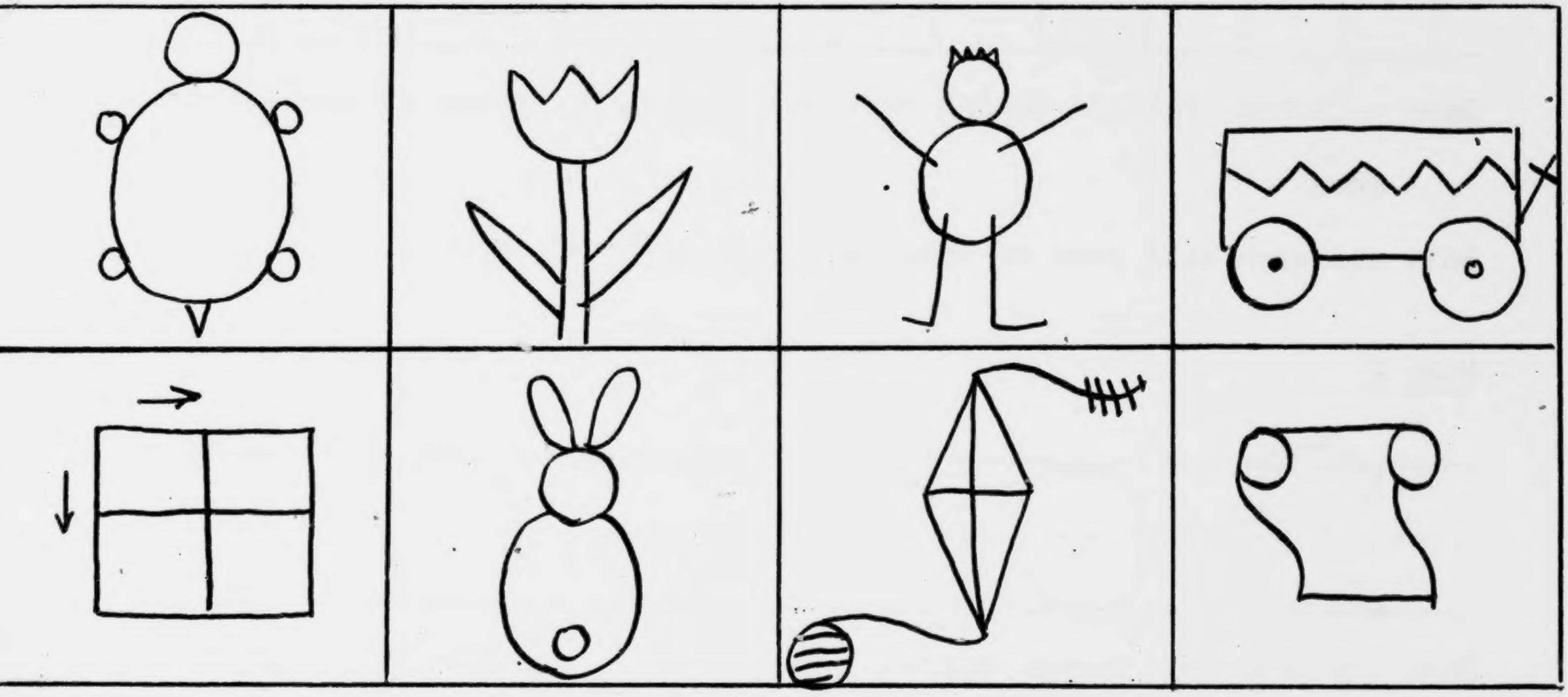
The lessons illustrated are examples and should be elaborated upon many times.

As an additional step the teacher may hold up a color word card and have the children read it to see what color they are to use for each step.

SUGGESTIONS

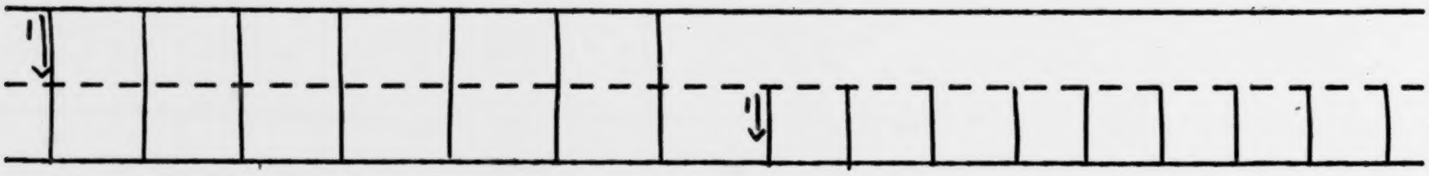

straight strokes
circles - any size
strokes across
slanting strokes





II. STEPS IN INTRODUCING MANUSCRIPT

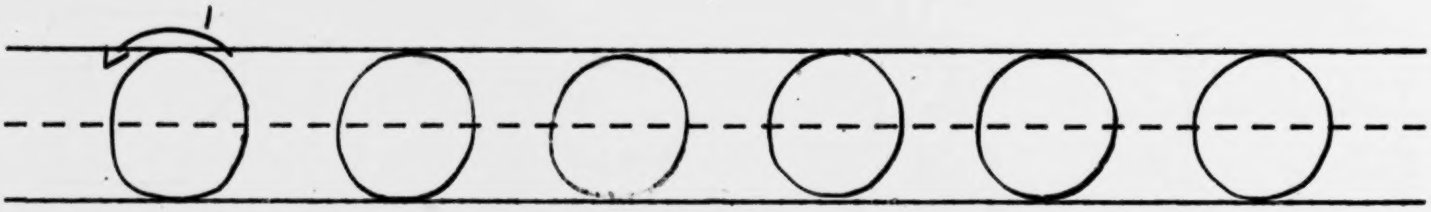
Step 1



Have children practice making vertical strokes beginning at the top and going down.

Have children make rows of short and tall vertical strokes.

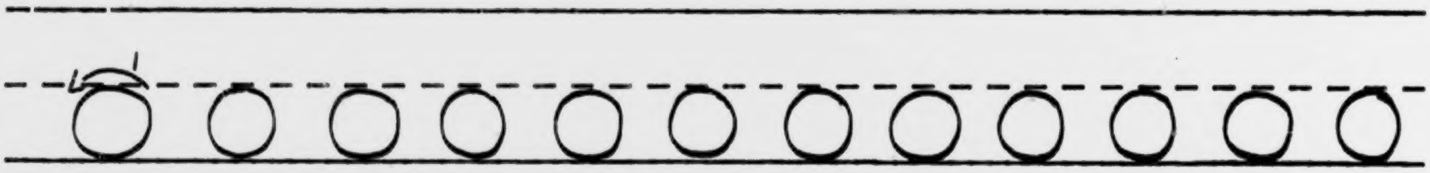
Step 2



Have children make large circles. Be sure that the circle is started correctly. "Begin on the right side. Go up over the top to the left, then down and around."

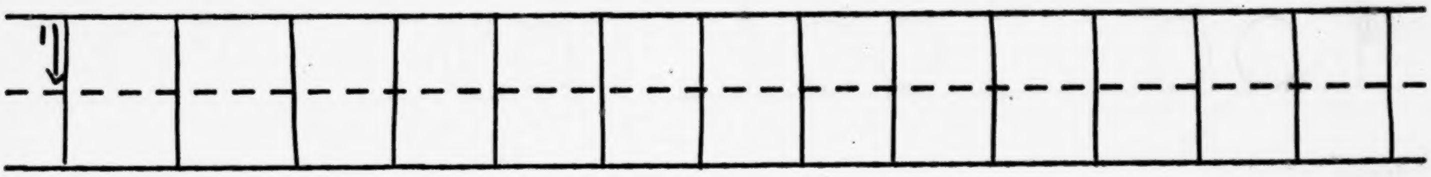
Have children practice circles until they have attained reasonable control, ease, and accuracy in these movements.

Step 3



Have children practice making small circles. These should be made the same as the large. Begin on the right side. Go up over the top to the left, then down and around.

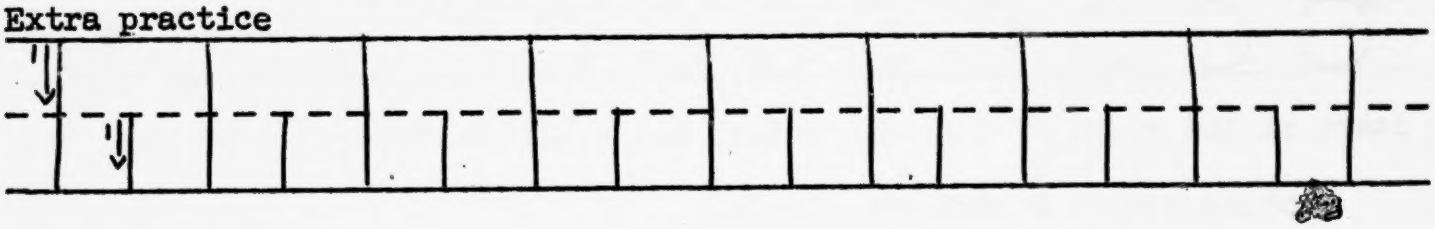
Step 4



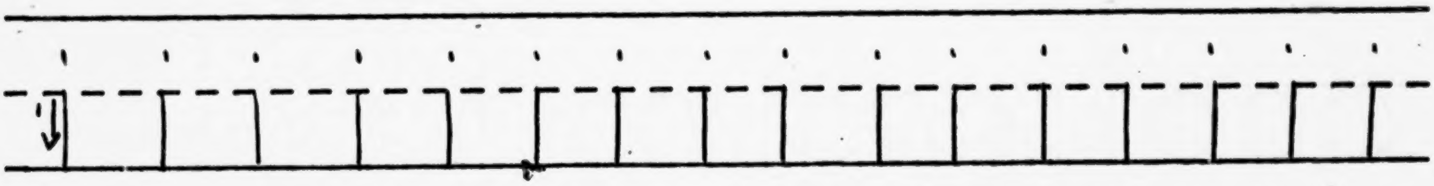
Make a vertical down-stroke starting at the top line and ending at the baseline.

Descriptive count: down.

Extra practice



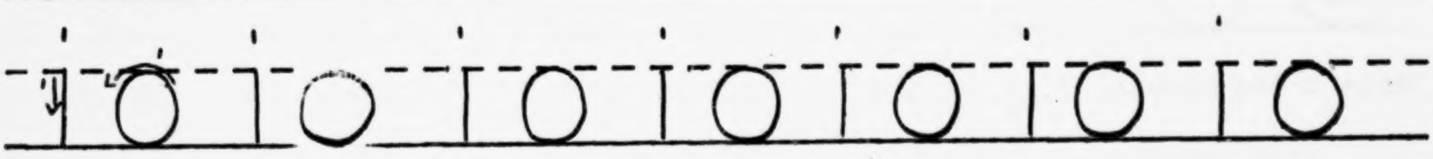
Step 5



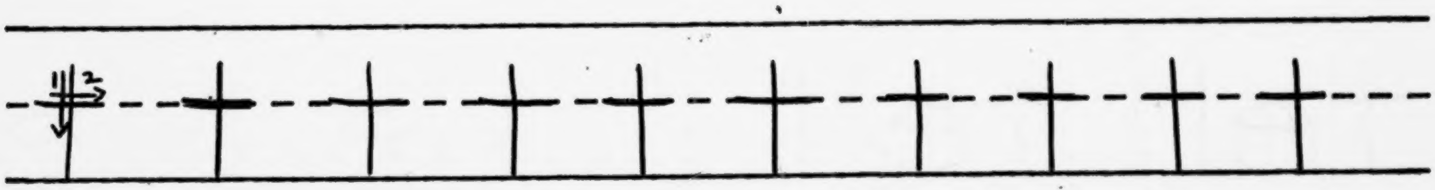
Make a vertical down-stroke starting at the center line. Dot the "i" at half its height and directly above it.

Descriptive count: down-dot

Extra practice

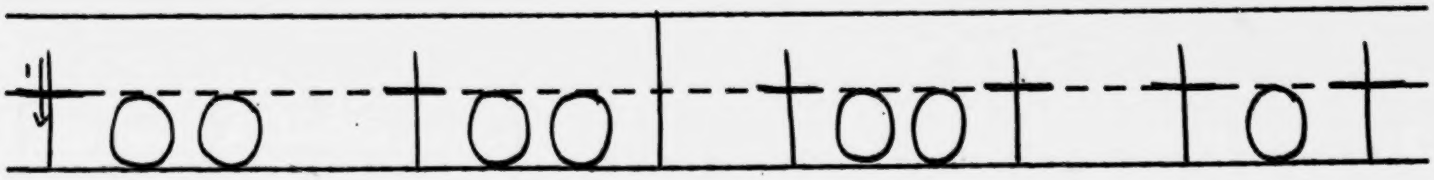


Step 6



Make a vertical down-stroke, starting about halfway between the center line and the top line. Cross on the center line.

Descriptive count: down and across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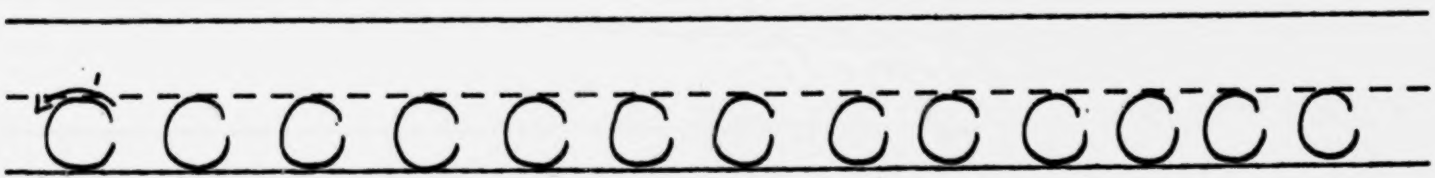
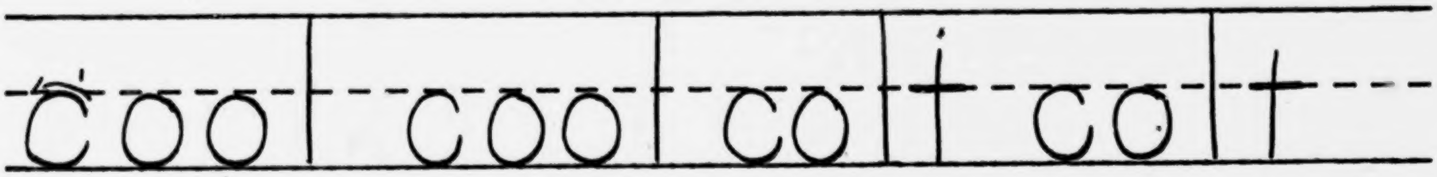
Step 7

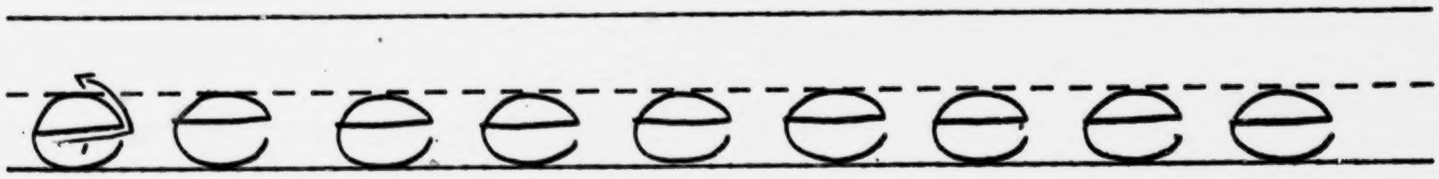

c c c c c c c c c c c c c

Start at the right of the top center, and a little below the center line, making almost a complete circle.

Descriptive count: around

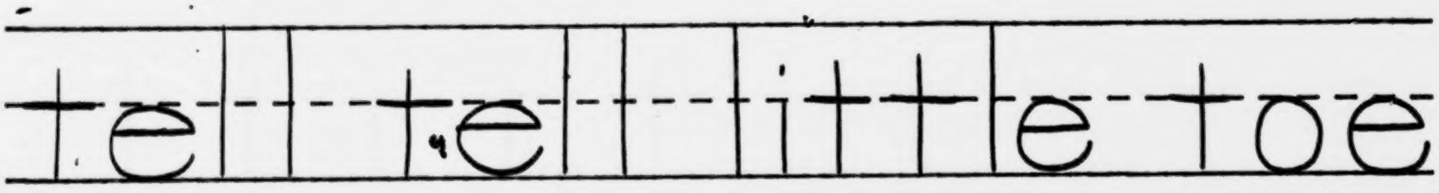

coo coo colt colt

Step 8

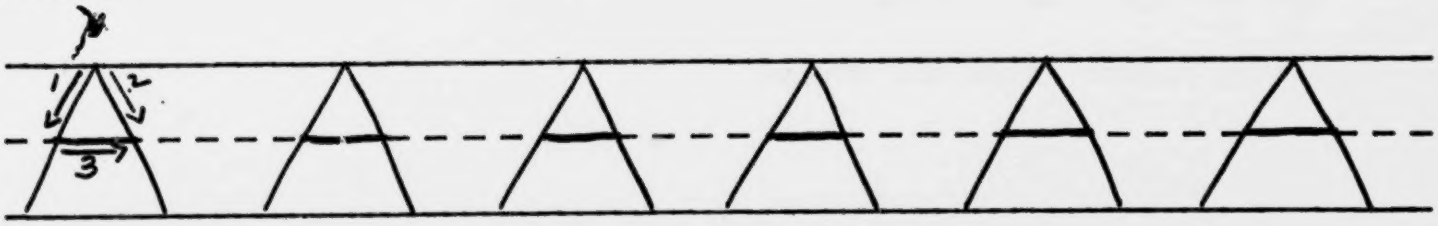


Make a horizontal line beginning half way between the middle and the baseline, then continue as a "c".

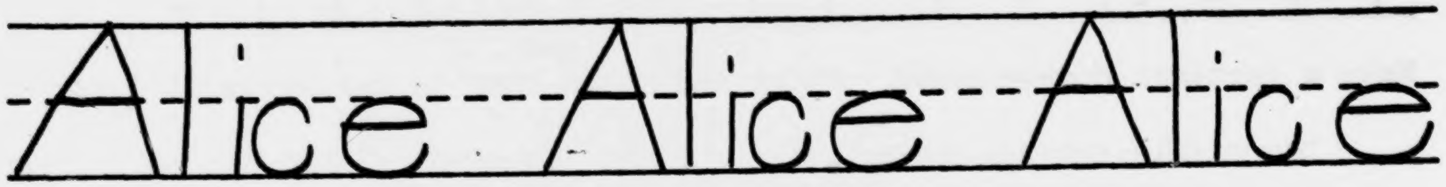
Descriptive count: across and around


tell tell little toe

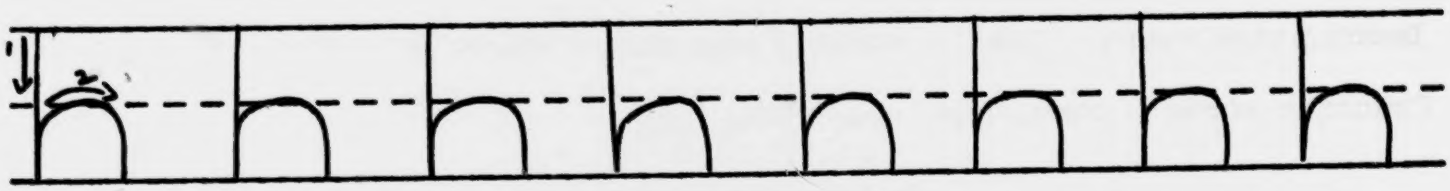
Step 9



Start at the top line and slant left downward to the base line. Begin at the top of the first slant stroke and repeat same stroke but slant to right. Connect the two strokes with stroke from left to right on the middle line.



Step 10

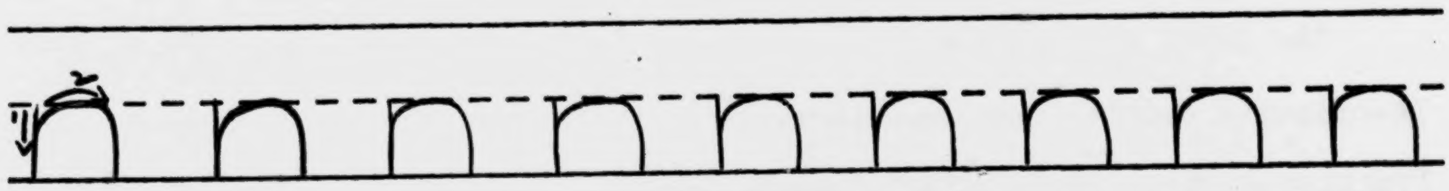


Make the vertical downstroke first. Lift the pencil and begin the hump under the center line near the middle. The curve of the hump should be a part of a circle the size of an "o". End with a vertical stroke.

Descriptive count: down - curve - down

Practice words: hill, hit, hat, the, he

Step 11

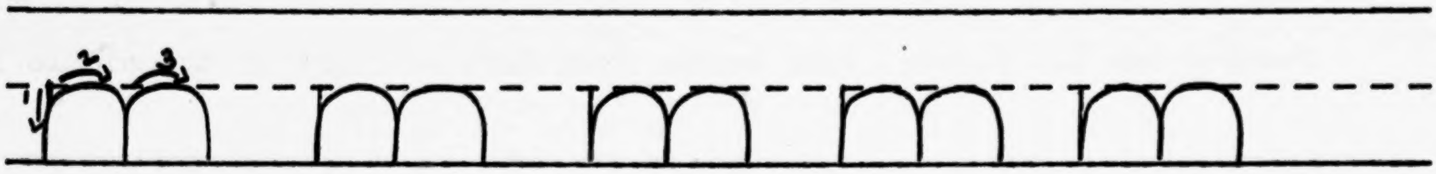


Make a vertical down-stroke. Start the hump on the vertical line near the middle, curving to the right and down. Make the curve equal to the curve of an "o".

Descriptive count: down - curve - down

Practice words: no, not, on, net, in, once

Step 12

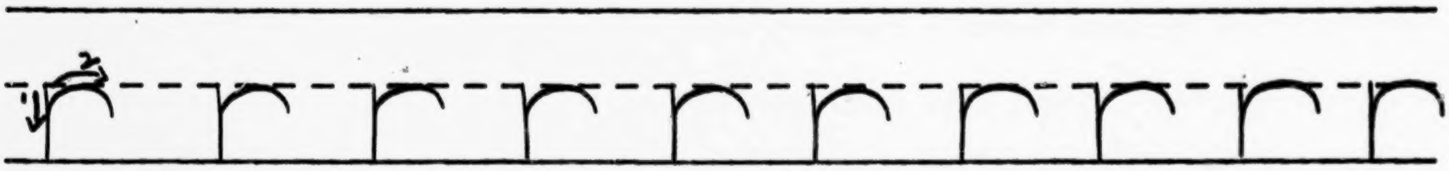


Make a vertical down-stroke. Start the first hump on the vertical line near the middle curving around to the right and down. Start the second hump at the same height as you did the first and make the same as the first one. Make the curves equal to the curves of an "o".

Descriptive count: down - curve - and down - curve and down

Practice words: come, him, me, meet, home

Step 13

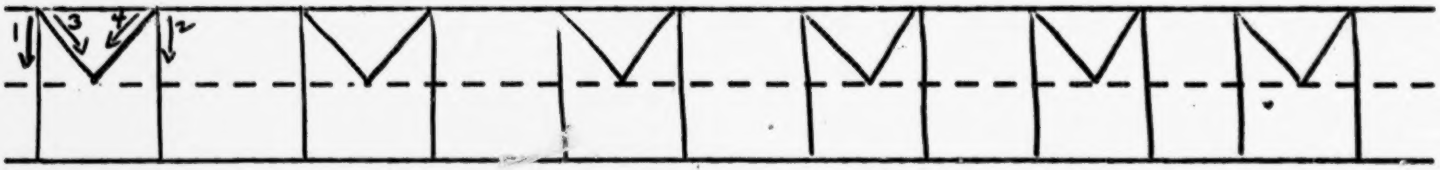


Start at the center line with a vertical down-stroke. To make the curved part begin about half-way down the vertical stroke, curve up to the center line, then down to end on a line with the starting point. Make the curve equal to an "o".

Descriptive count: down and curve

Practice words: here, mother, three, her

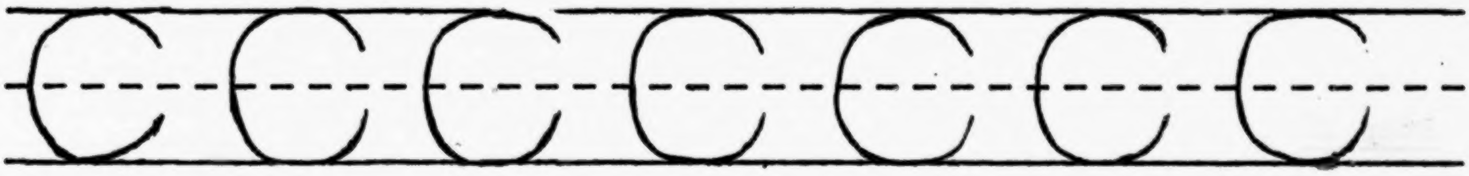
Step 14



Make a slant stroke from the top of the first tall stroke to the midpoint of the center guide line. Make another stroke from the top of the second tall stroke to the left until it meets the other slanted stroke at the center guide line.

Practice words: mother

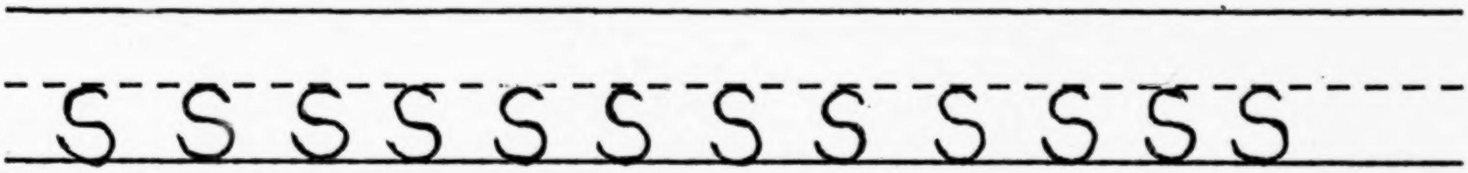
Step 15



Begin circle under the top line. Curve down round and round to the base line -- continue to curve up. Leave the gate open!

Practice words: come, came, clock, call

Step 16

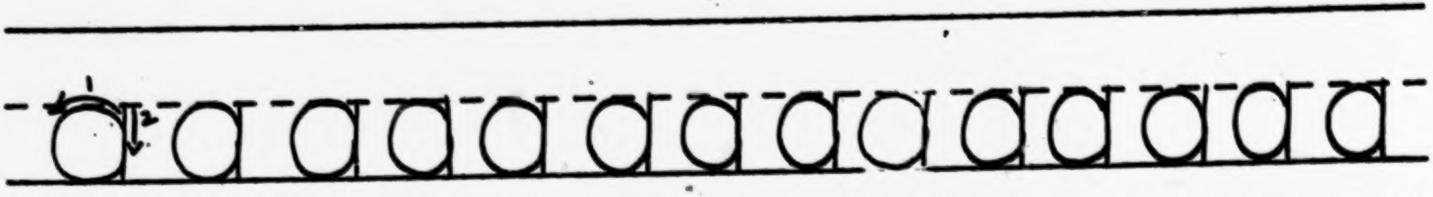


The "s" starts a little below the middle line, curving up and around to the baseline then finishing with a curve to the left.

Descriptive count: curve and curve

Practice words: see, comes, so, store, she

Step 17

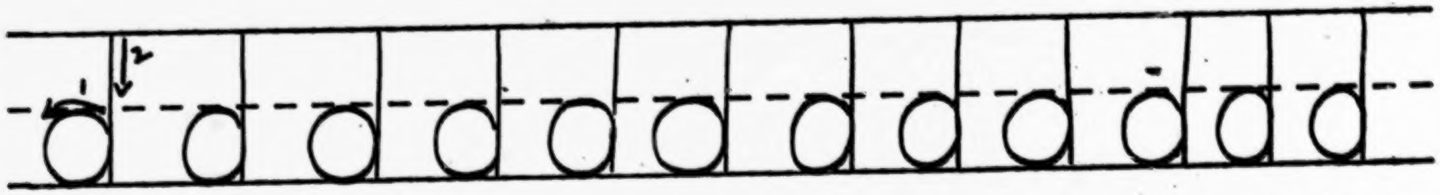


Make a complete circle starting at the right. Make the vertical down-stroke as a separate stroke.

Descriptive count: around and straight

Practice words: ate, ran, hair, train, and, can, at

Step 18

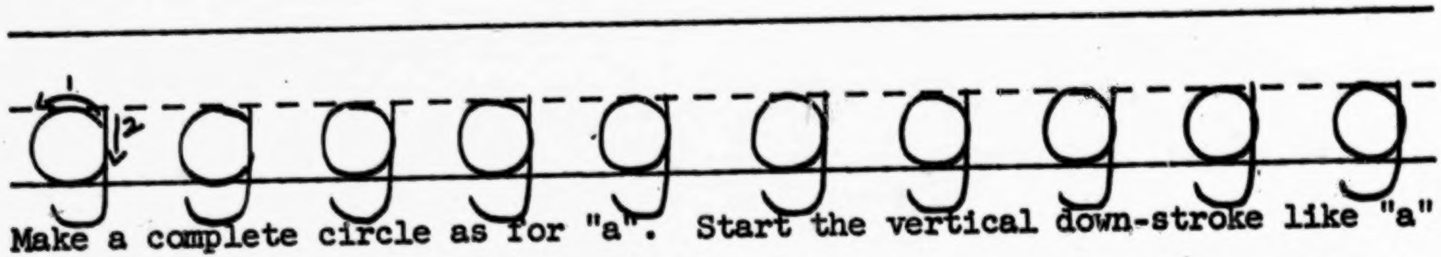


Make a complete circle as for "a". Start the vertical downstroke on the top line.

Descriptive count: around and down

Practice words: do, did, door, ride, and, red

Step 19

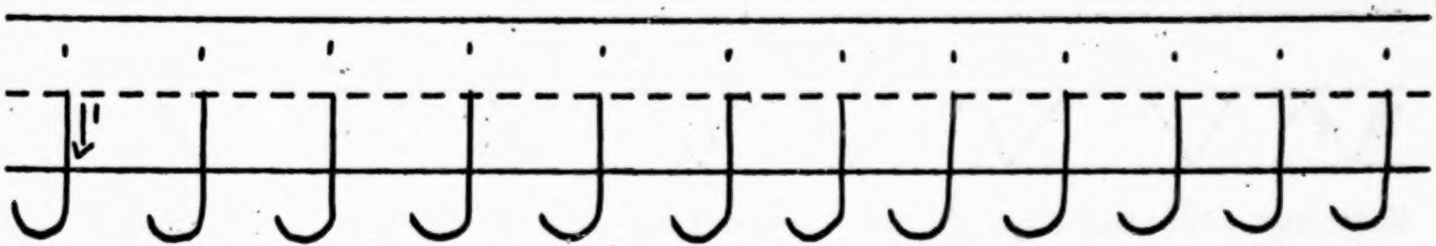


Make a complete circle as for "a". Start the vertical down-stroke like "a" extending it below the baseline and ending with a part of a circle.

Descriptive count: around - down - curve

Practice words: good, dog, girl, go, running

Step 20

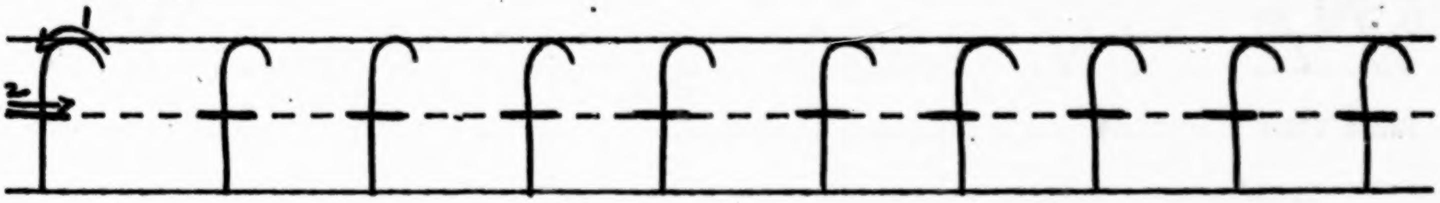


Make a vertical down-stroke starting at the center line. Extend below the baseline as for "g" and complete with a part of a circle curving to the left. Dot.

Descriptive count: down - around - dot

Practice words: jam, jell

Step 21

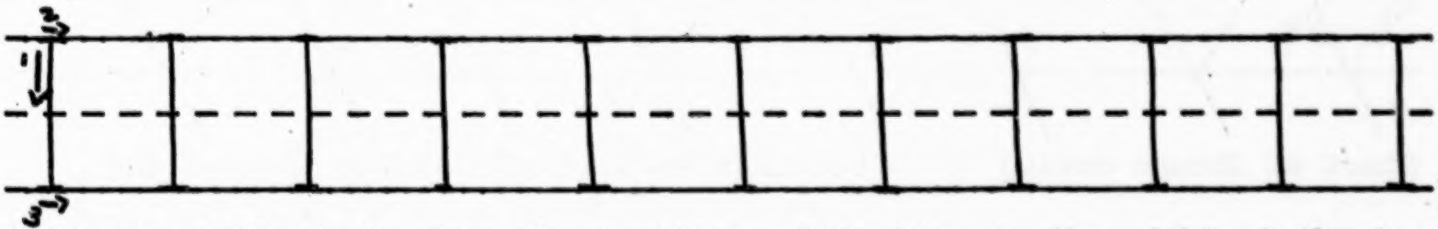


Start with a left-curve near the top line. Continue with a vertical down-stroke. Cross on the center line from left to right.

Descriptive count: curve - down - cross

Practice words: feet, father, for, from

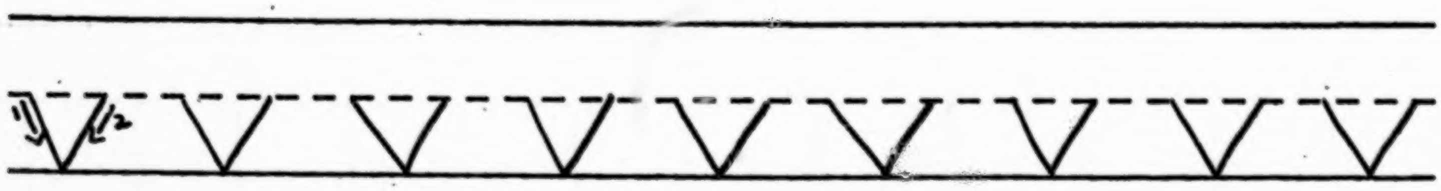
Step 22



Pull down tall stroke from the top line. Make bars to the right at the top and bottom of this stroke.

Practice words: I can, I ran, I ride

Step 23

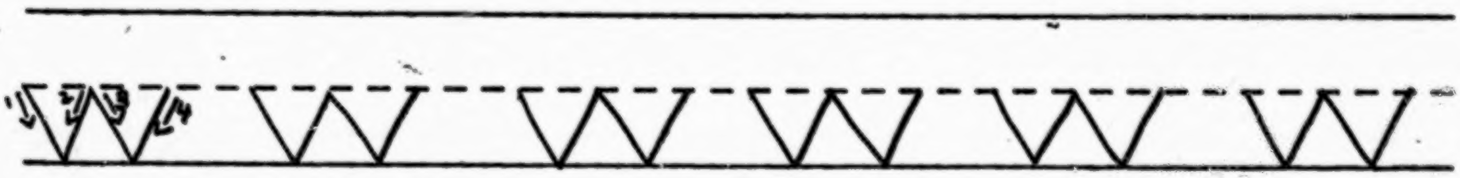


Make two slanting down-strokes connecting at the baseline. The connecting point is equidistant between the starting points.

Descriptive count: slant and slant

Practice words: have, live

Step 24

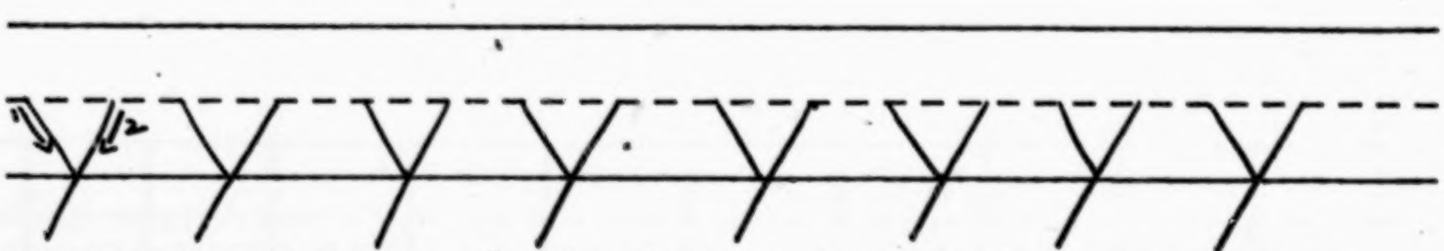


Make four slanting down-strokes starting at the center line, just like two narrow v's joined together.

Descriptive count: slant-slant-slant-slant, or down-down-down-down

Practice words: what, we, went, with, want, two, down, window

Step 25

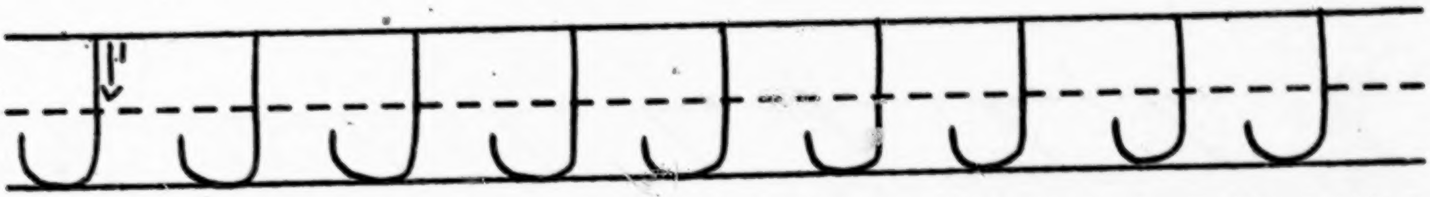


Start as though making v". Continue second slant-stroke through the baseline.

Descriptive count: slant - long slant

Practice words: yellow, yell, may, my, buy

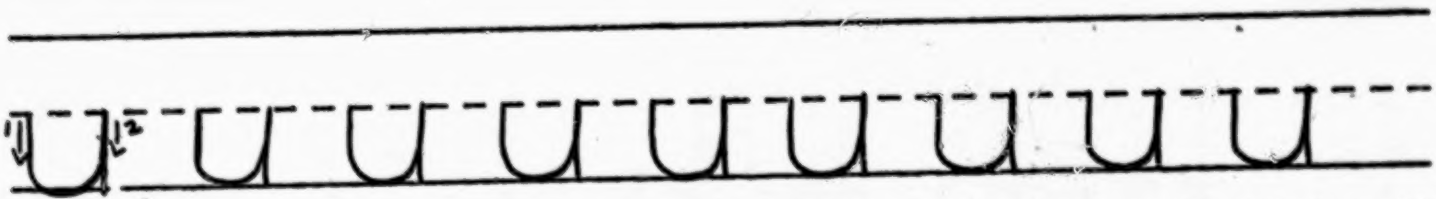
Step 26



Start with a tall downward stroke. Begin to curve it just above the bottom line -- touch the line and curve up to the left.

Practice words: Jerry, James

Step 27

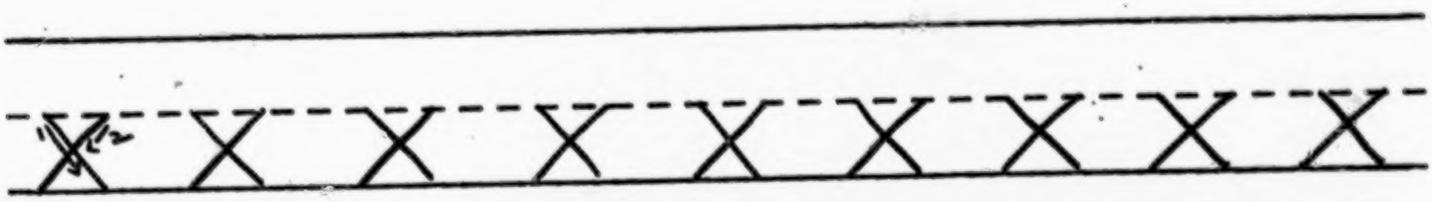


Start with a vertical down-stroke ending with a half circle. Finish by adding a vertical down-stroke touching the curved stroke and ending on the baseline.

Descriptive count: down and around-finish

Practice words: you, run, blue, buy

Step 28

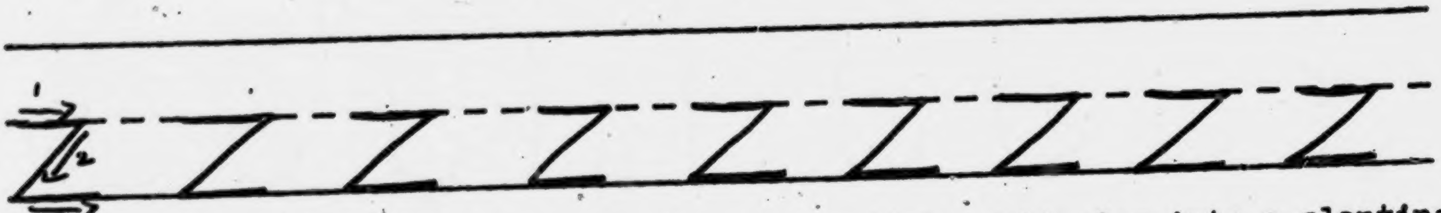


Make two slanting down-strokes, the second crossing the first slightly above center.

Descriptive count: down and cross, or slant and slant

Practice words: ox, exit

Step 29

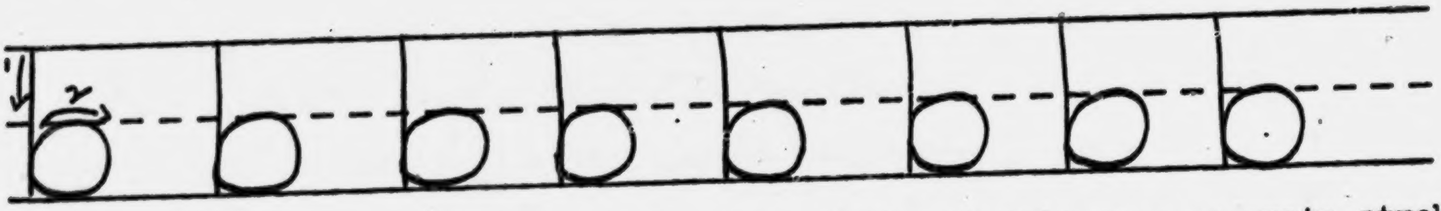


Start with a horizontal stroke on the center line continuing into a slanting down-stroke and ending with a horizontal stroke on the baseline.

Descriptive count: across-slant-and across

Practice words: zoo, zebra

Step 30

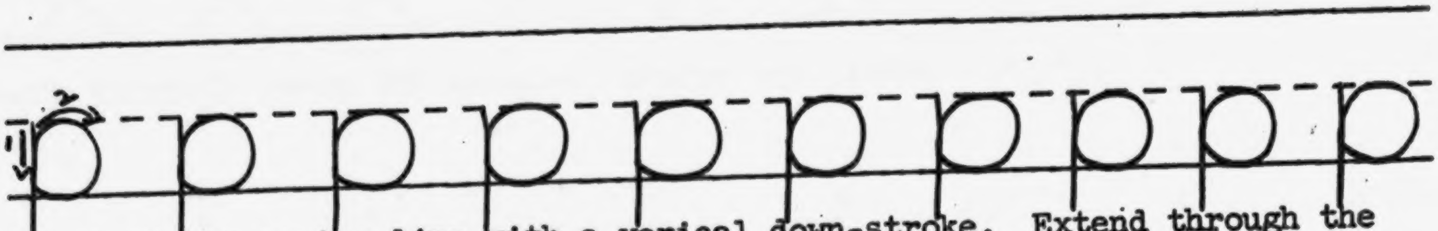


Make the vertical down-stroke first. The circle is made as a separate stroke. It may be made by starting three-quarters of the way down the vertical stroke and making a complete, clockwise circle, or it may be made by starting at the top and going in a clockwise direction.

Descriptive count: down - and - around

Practice words: boat, brown, boy, buy, blue

Step 31

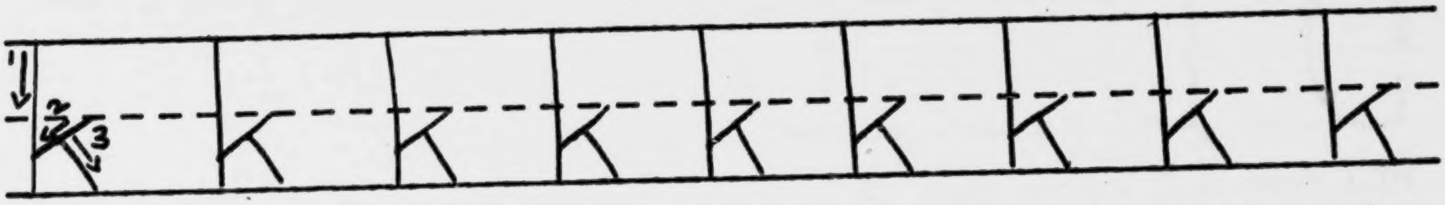


Start at the center line with a verical down-stroke. Extend through the baseline stopping just short of the next center line. Start the circle about one quarter of the way down the vertical stroke, curve up to the middle line and around to the baseline completing the circle on the vertical stroke.

Descriptive count: down and around

Practice words: up, puppy, plane, cup, play, jump, cap, pretty

Step 32

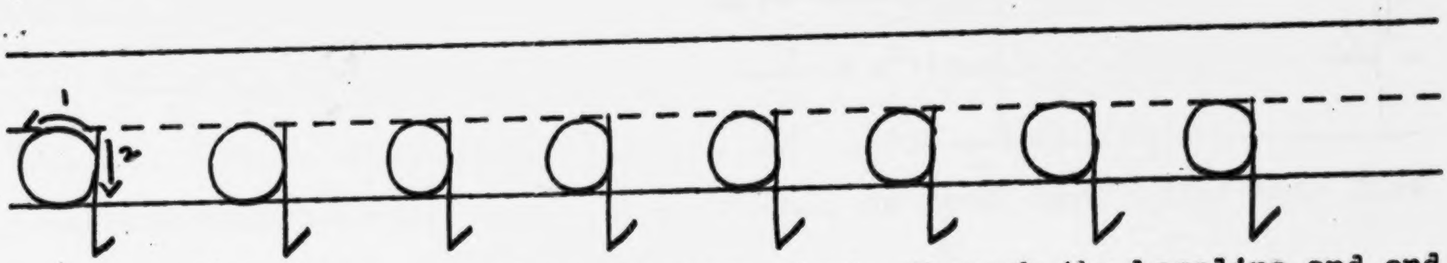


Begin with a vertical down-stroke. The second stroke starts at the center line and slants left to the mid-point between the center line and the baseline. The third stroke starts at the mid-point between the center and baseline and slants to the baseline.

Descriptive count: down - down - down

Practice words: kite, kitten, look, like, walk, talk, king

Step 33



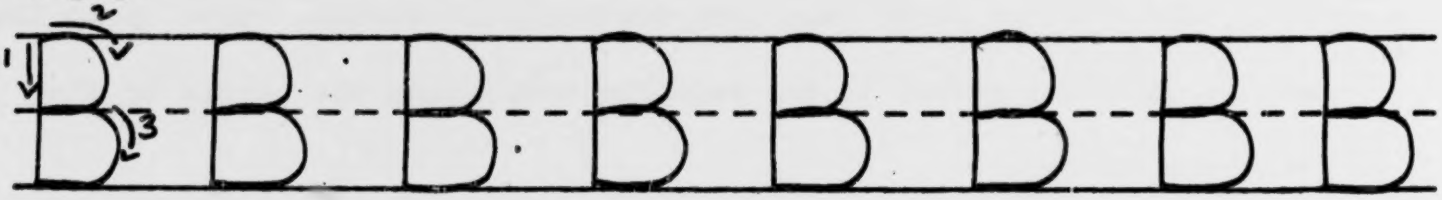
Make as "a" is made. Continue the down-stroke through the baseline and end with a curve to the right.

Descriptive count: around down and curve

Practice words: queen, queer, squirrel

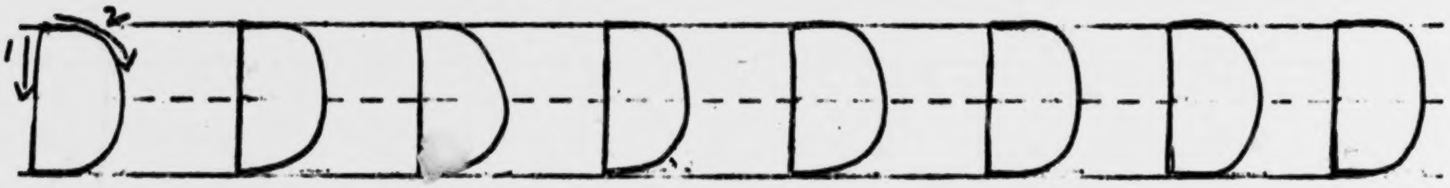
Follow the steps on the preceding pages with the complete capital letter alphabet.

Step 34



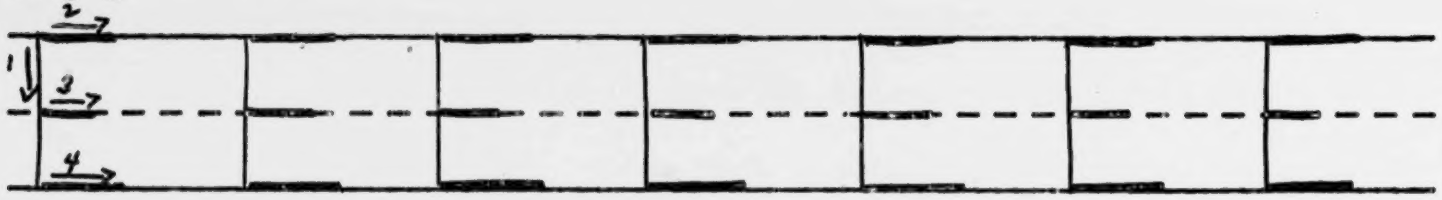
Pull a straight downward stroke from top line to the base line. Begin at the top of the first stroke, follow top line to right -- curve downward to the middle line and back to the first stroke. Repeat the same stroke for the last part of letter, but continue to base line.

Step 35



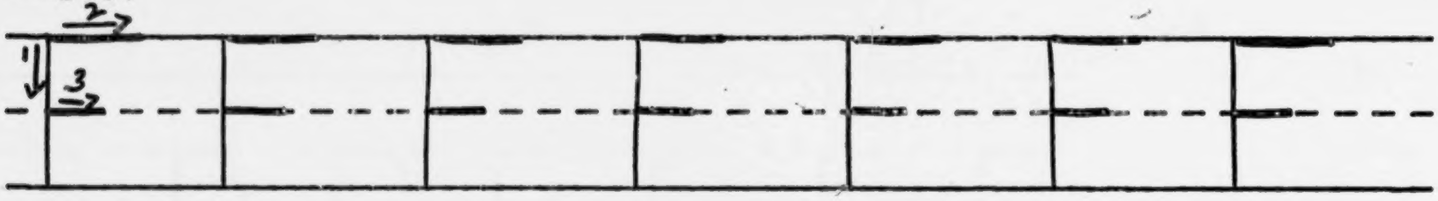
Pull down tall stroke from top line to the base line. Start at top of first stroke. Curve downward and back to the first stroke.

Step 36



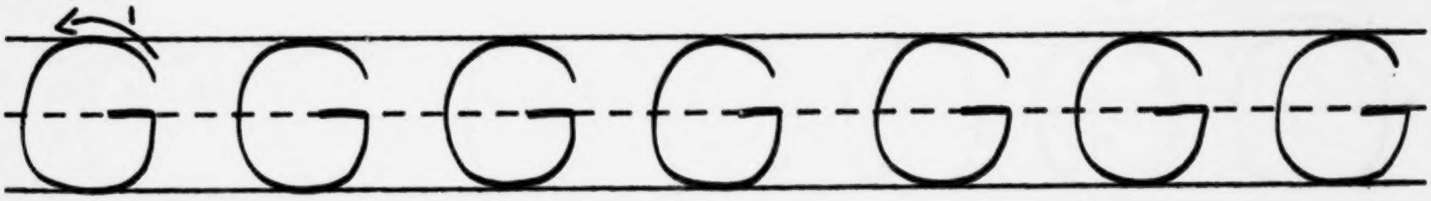
Pull down tall stroke between top line and base line. Make short straight strokes from left to right starting at the first stroke on the top line, a shorter stroke on the middle line, and a stroke on the base line.

Step 37



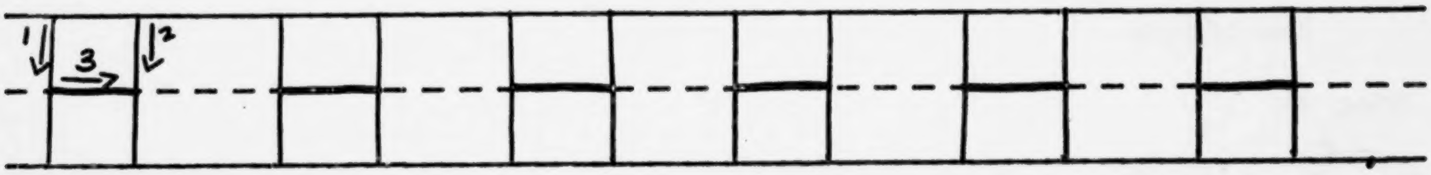
Pull down tall stroke from top line to base. Make short straight strokes from left to right beginning at top of first stroke. Make a similar stroke on the middle line, but make it shorter.

Step 38



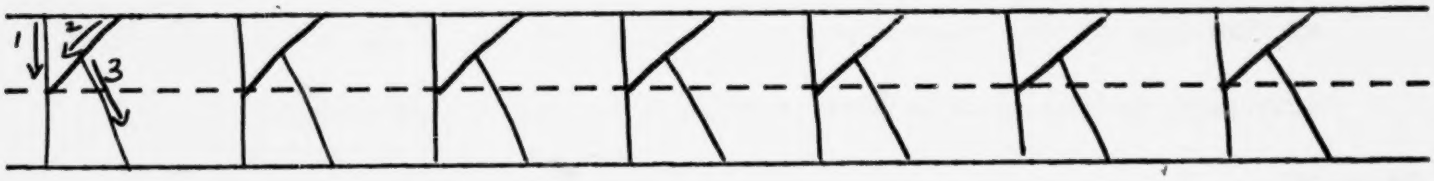
Follow directions for "C". Make a short stroke to the left on the middle line.

Step 39



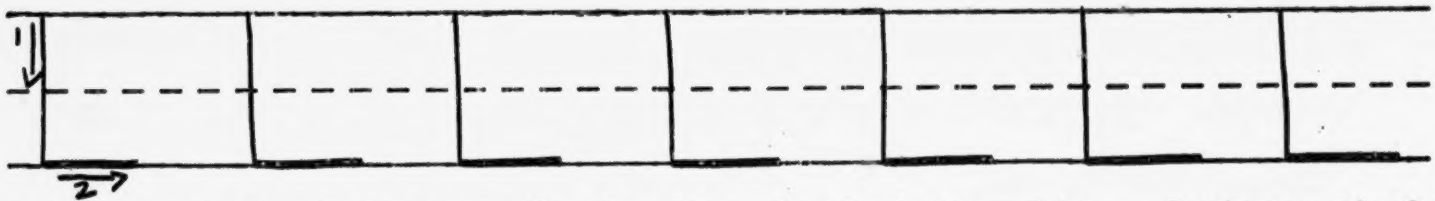
Pull down two tall strokes from the top line. Connect the two strokes by a left to right stroke on the middle line.

Step 40



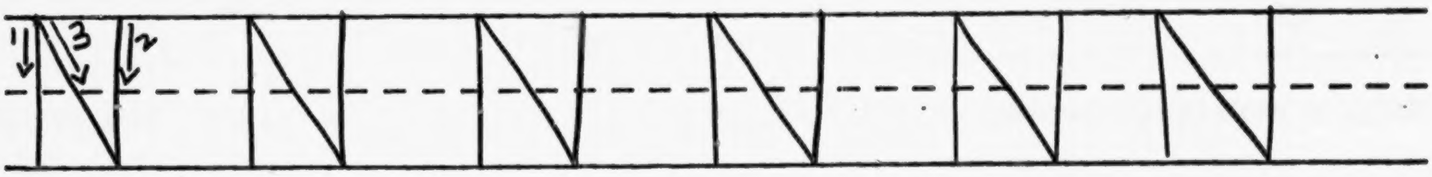
Pull down tall stroke from the top line. Also pull down slant stroke to the left to the middle line. From the middle line pull a slant stroke down to the right and touch the bottom line.

Step 41



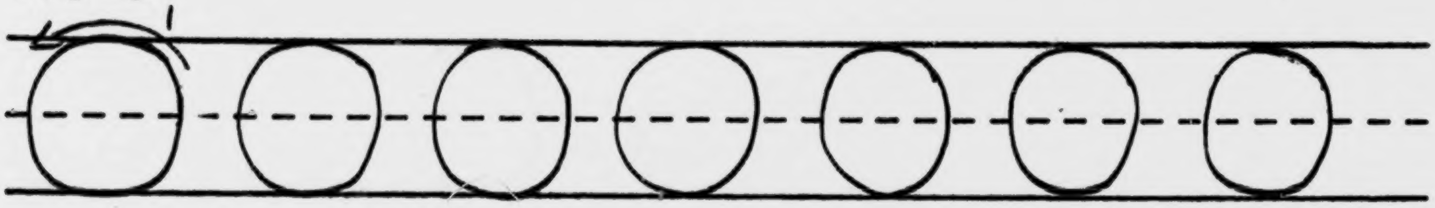
Pull down tall stroke from the top line to the bottom line. Continue stroke to right on this bottom line.

Step 42



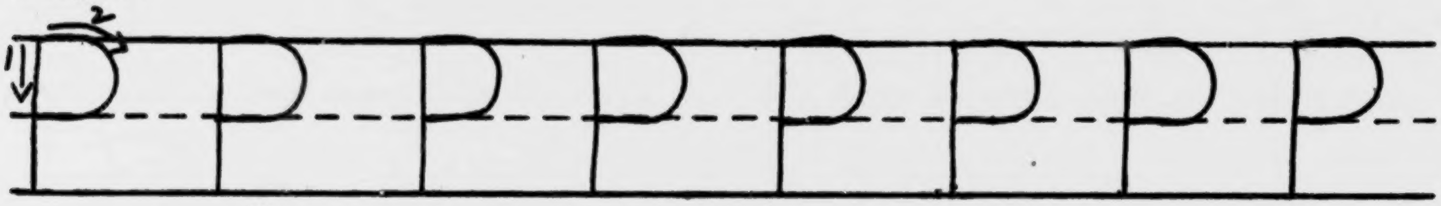
Pull down two tall strokes from the top line. From the top of the first tall stroke, make a slant stroke to the right until it meets second tall stroke on the bottom line.

Step 43



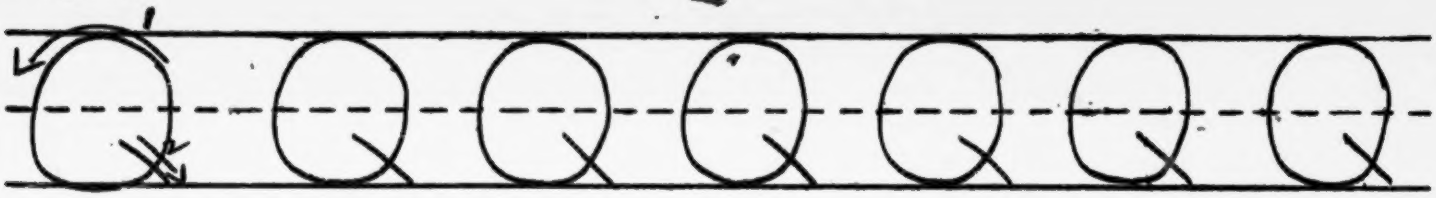
Begin under the top line. Curve up to the left, touch the top line, curve right -- round, round -- touch the bottom line and curve up to complete the circle.

Step 44



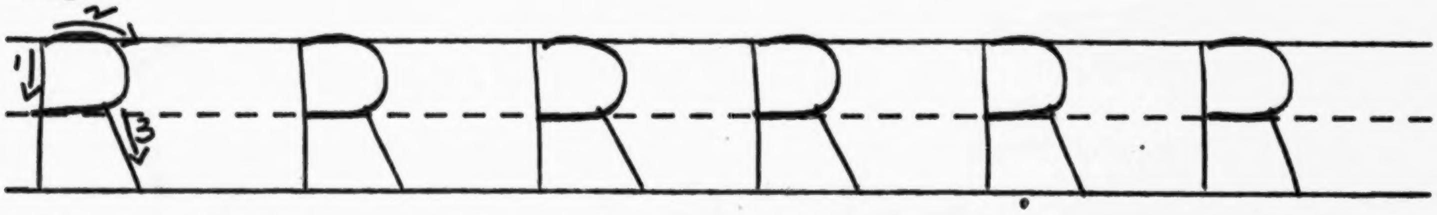
Pull a straight downward stroke from the top line to the bottom line. Begin at the top of the first stroke, follow the top line to right, curve downward to the middle line and back to the first stroke.

Step 45



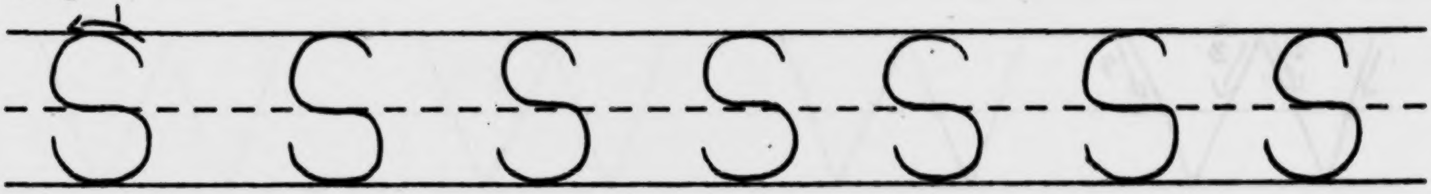
Begin under the top line. Curve to the left, touch middle line and curve right -- round, round -- touch the bottom line and curve up to complete circle. Finish with short slant stroke to the right at the bottom through the circle.

Step 46



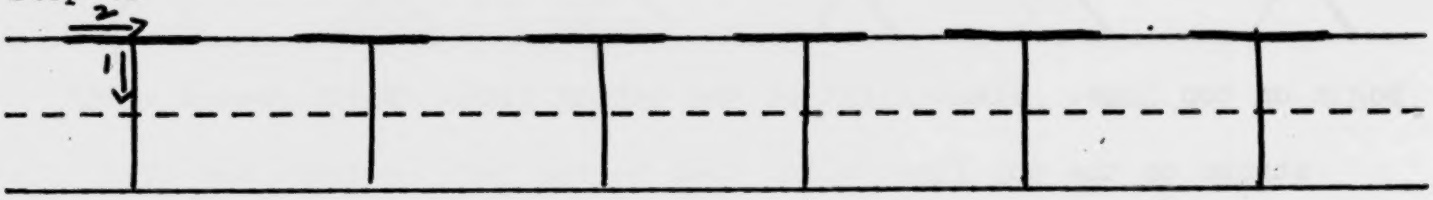
Pull a straight downward stroke between the top and bottom lines. Begin at top of first stroke, follow top line to right, curve downward to middle line and back to first stroke. Begin in from the curve on the middle line and make a short slant stroke downward to the right and touch the bottom line.

Step 47



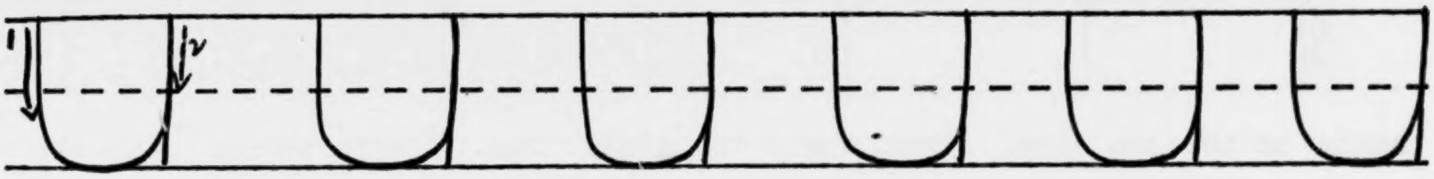
Begin under the top line, curve left up to the top line -- on around down to the right, crossing the middle line and around to the left, touch the bottom line and continue to curve up to the left.

Step 48



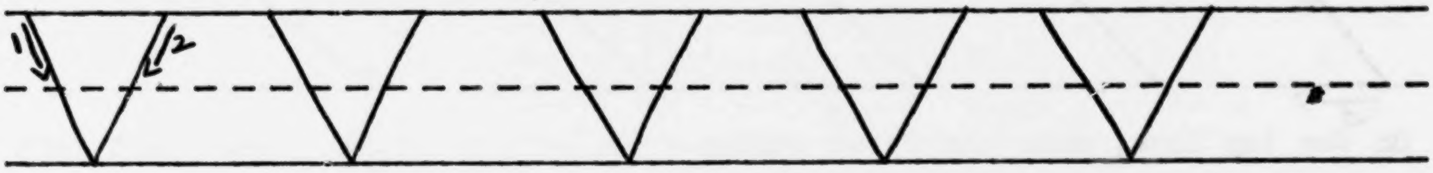
Pull a straight downward stroke between the top and bottom lines. Make a long bar at the top from left to right.

Step 49



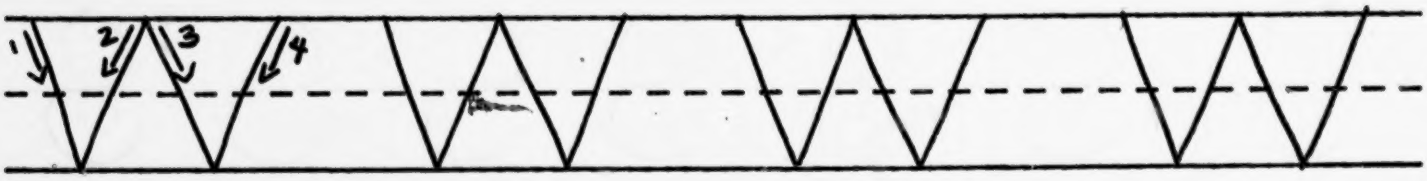
Start with a straight line, curve down to the base line and curve up into a hook. Make a straight line from top to bottom, touching the end of the hook.

Step 50



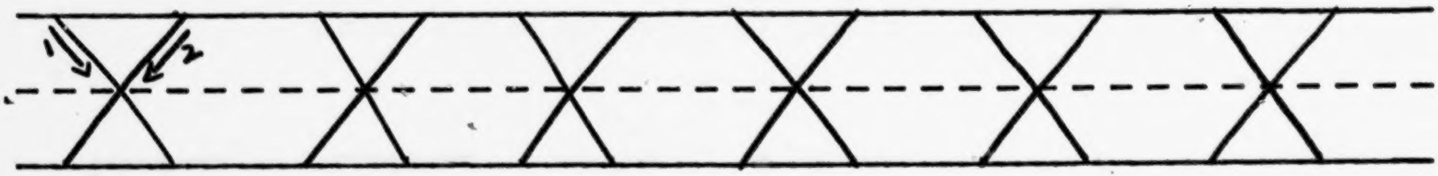
Begin on the top line, make a slant downward stroke to the right, touch the bottom line. Slant second stroke from the top line downward to the left and meet the first stroke on the bottom line.

Step 51



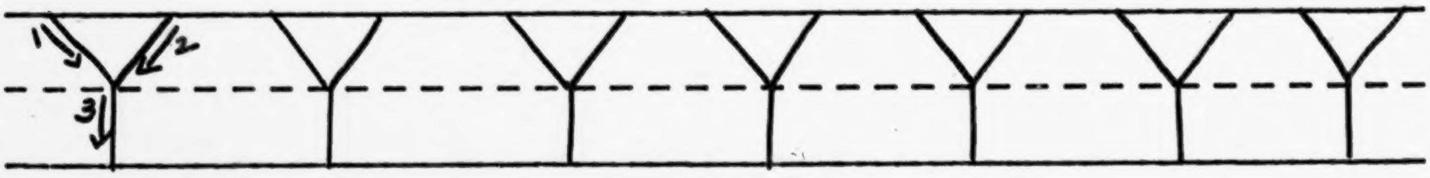
Repeat directions for "V" twice.

Step 52



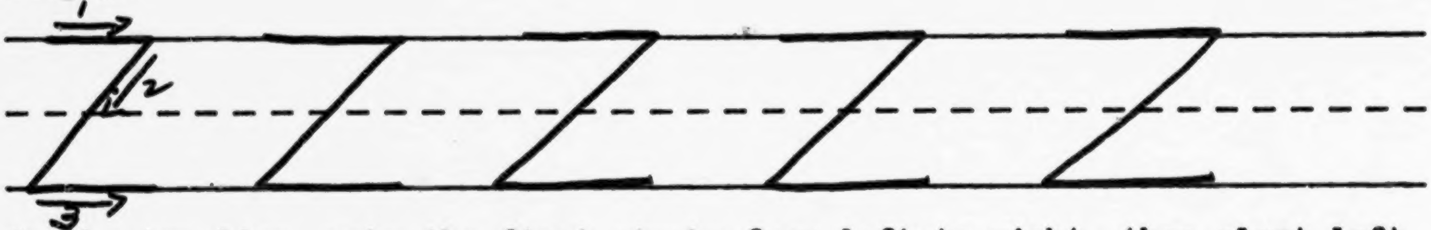
Begin on top line. Slant right ot the bottom line. Begin second slant stroke on the top line, slant down to the left -- cross the first slant stroke on the middle line and continue down to the bottom line.

Step 53



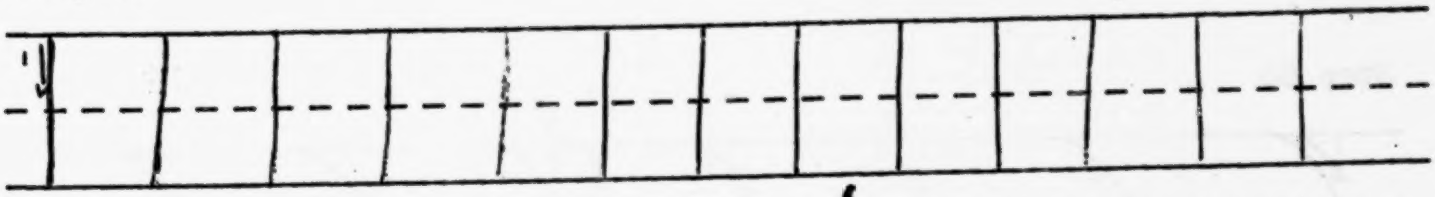
Begin on the top line, slant right to middle line. Begin second stroke on the top line, slant left and meet first slant stroke on the middle line, from this point, pull a short stroke down to the bottom line.

Step 54



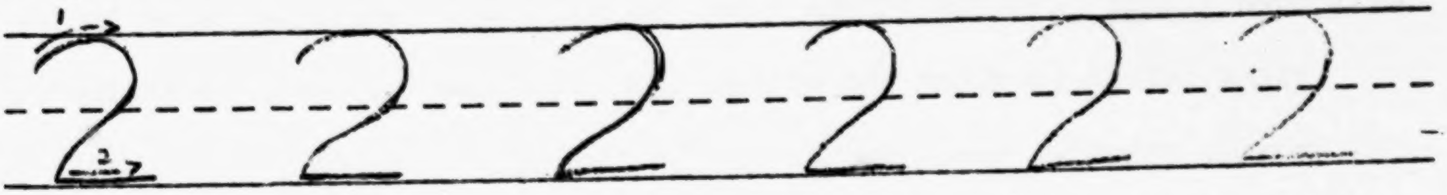
On the top line, make the first stroke from left to right, then slant left downward to the bottom line. From this point, finish with stroke to the right on the bottom line.

Step 55



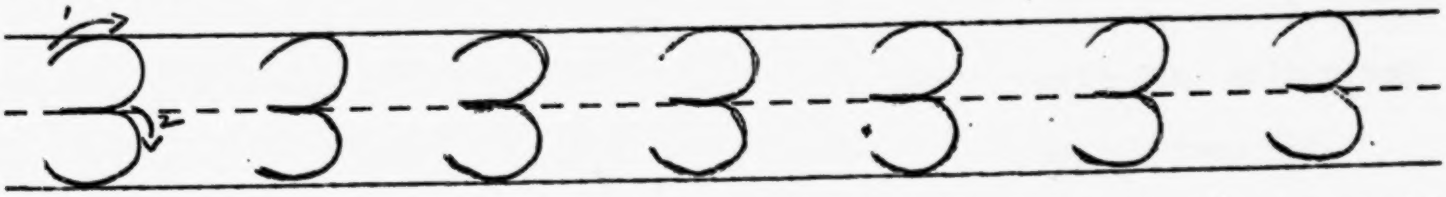
Begin on the top line and pull a straight stroke down to the bottom line.

Step 56



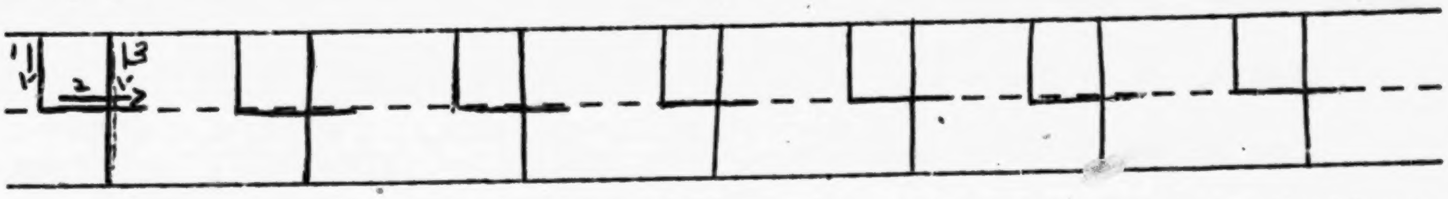
Begin under the top line. Curve up to the right and touch the top line -- continue curve to the left and slant down to the bottom line; finish with left-right stroke on this bottom line.

Step 57



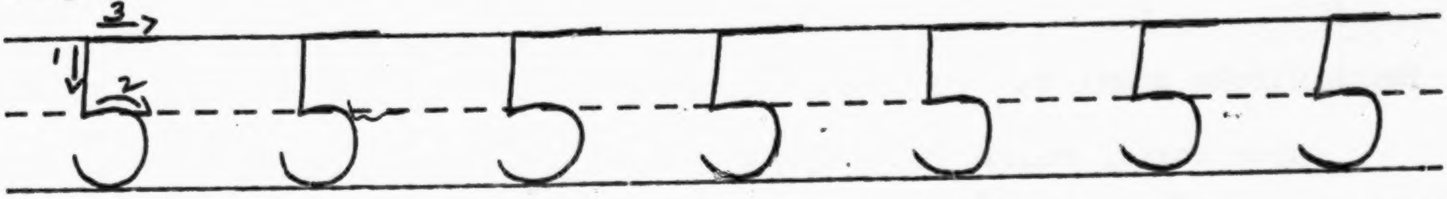
Begin under the top line. Curve up to the right; touch the top line, continue curve to the left and touch the middle line. Curve out to the right and round to left, touching the bottom line, and go up.

Step 58



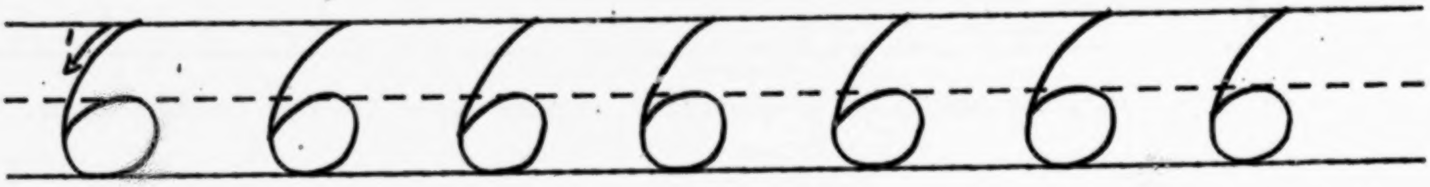
Begin on the top line with a straight stroke to the middle line. Continue stroke to the right. Then pull tall stroke down from the top line to bottom line, crossing over the stroke on the middle line.

Step 59



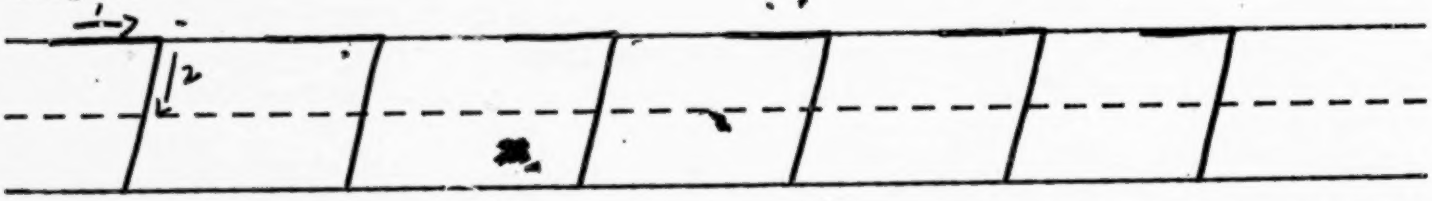
Begin on top line with a straight stroke to the middle line. Curve to right -- round, round -- touch the bottom line and up to the left. Start at the top of first stroke; finish with left-right stroke.

Step 60



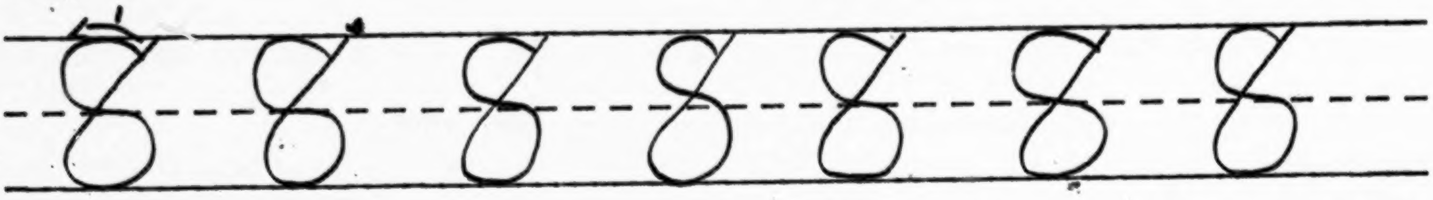
Pull down slight slanting stroke from the top line. Begin to curve to the right before touching the bottom line; continue to curve up to the right - round, round -- touching the middle line and curve down to the bottom line.

Step 61



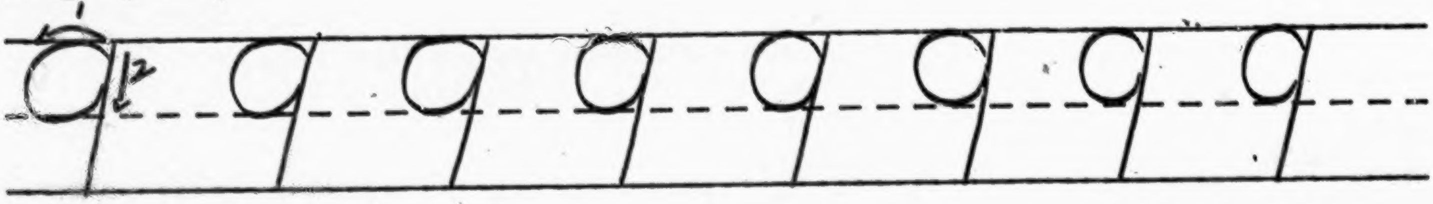
Begin with left-right stroke on the top line, then pull slant stroke down to the bottom line.

Step 62



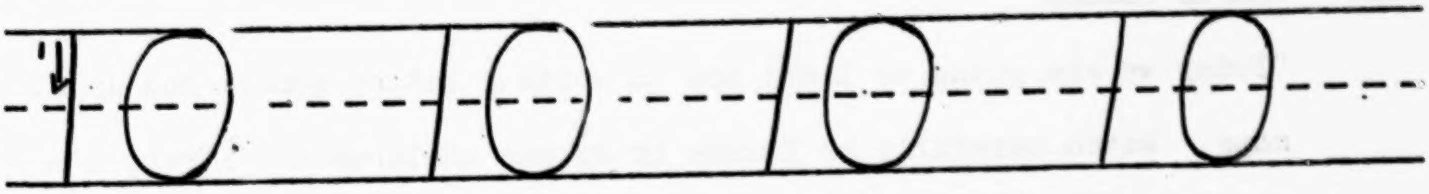
Begin below the top line. Cleft up to the top line -- on around down to the right. Cross the middle line and around to the left. Touch the bottom line and continue to curve up to the left; then curve right, cross the stroke at the middle line and continue up to the top line.

Step 63



Begin circle under the top line. Curve to the left. Touch the top line -- curve round, round; touch the middle line, continue to curve up to close the circle. Pull a tall stroke down to "close the gate".

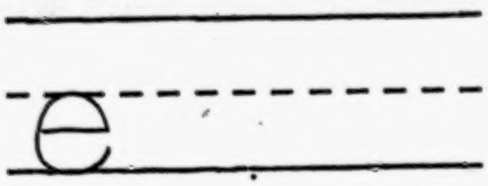
Step 64



Pull a tall stroke down from top line to bottom line for the one. Begin under the top line. Curve up to the left. Touch the top line and curve right -- round, round touch the bottom line and curve up left to complete the circle.

III. SAMPLE LESSON

"Today we are going to learn how to write a letter Robert has in his name. Watch carefully as I make it on the chalkboard. First, I'm going to find the place that is right in the middle between the light line and the base line because that's where I'll begin this new letter.



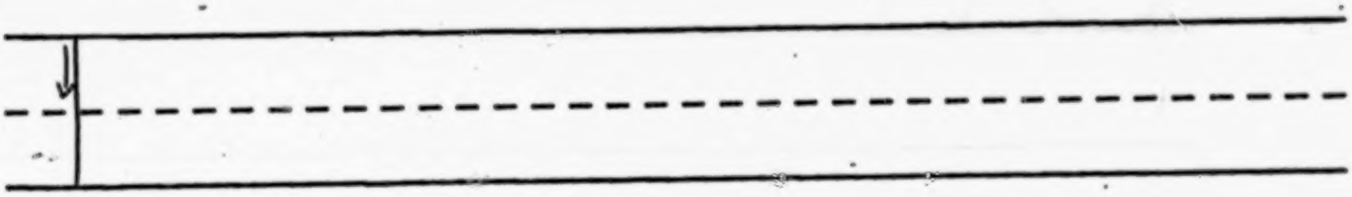
Then I'm going to make a straight stroke about this long. (—) Notice I'm making it from left to right just the way we read. I'm not going to lift my chalk when I finish this stroke. I'm going to push up until I touch the light line, come around and touch the straight stroke right where I began and down to the base line and up. Watch again as I write it slowly. Watch again.

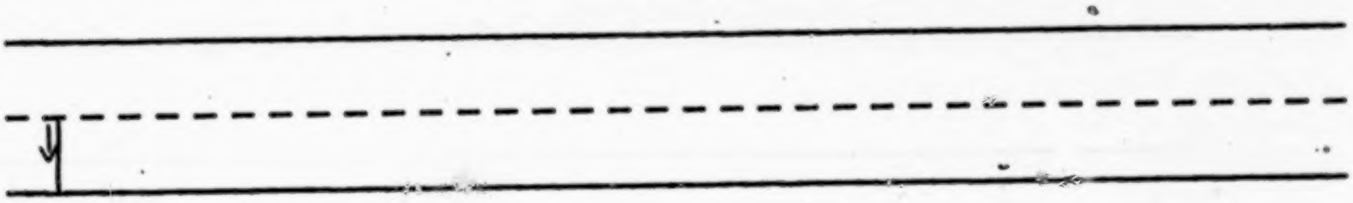
Now, Robert, can you find this letter in your name? Does anyone know the name of this letter? Robert and Helen may write an "e" on the chalkboard as we all watch. This is a difficult letter so I will give you help if you need it. Robert and Helen, make another "e" and try to make this one more round. Let's all take our colors and paper and find the place where we'll begin. Remember, straight across and around!"

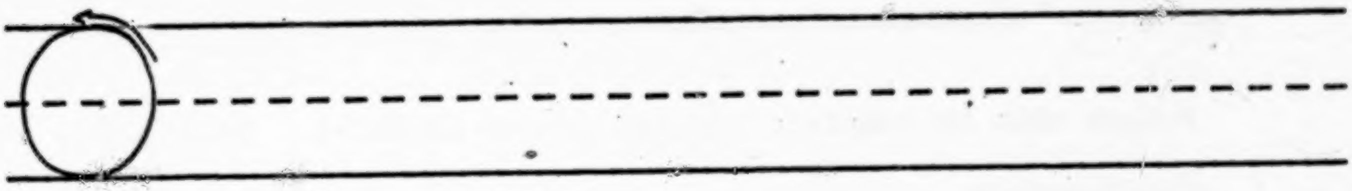
(Children may need to repeat this complete lesson two or three times depending entirely upon the group of children being instructed).

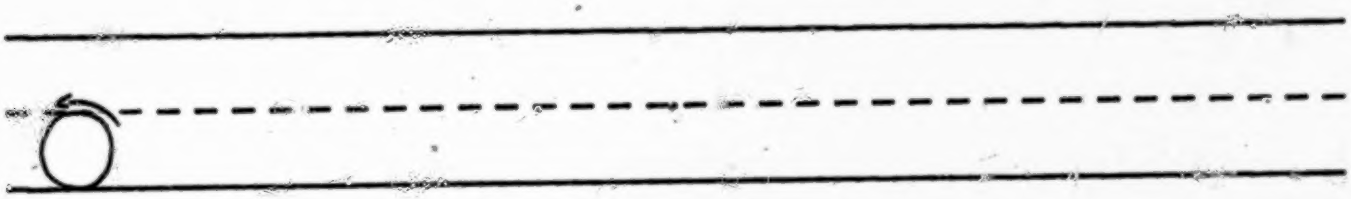
IV. SUGGESTED ORDER OF PRESENTATION

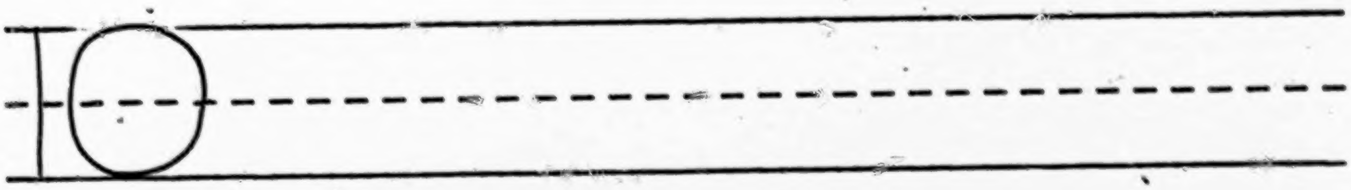
These may be done on newsprint at the beginning of the first grade.

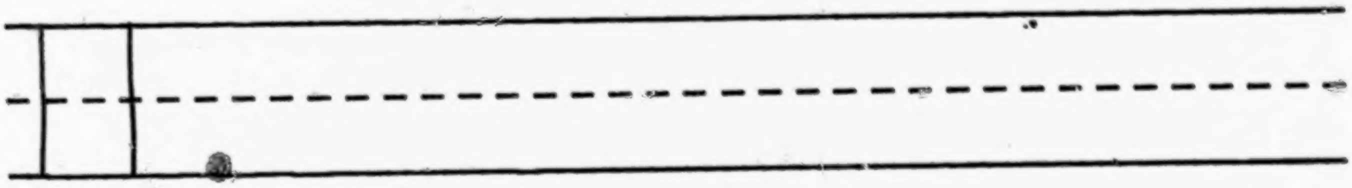


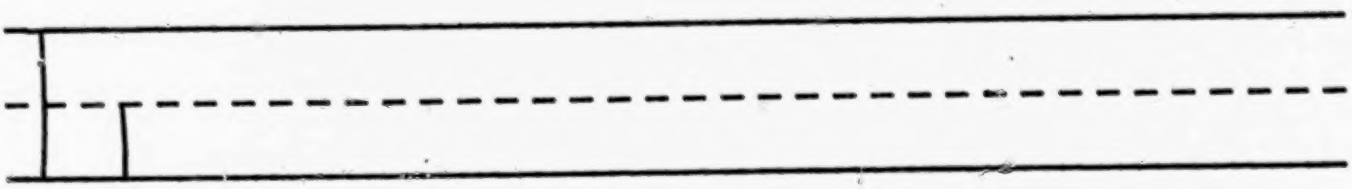


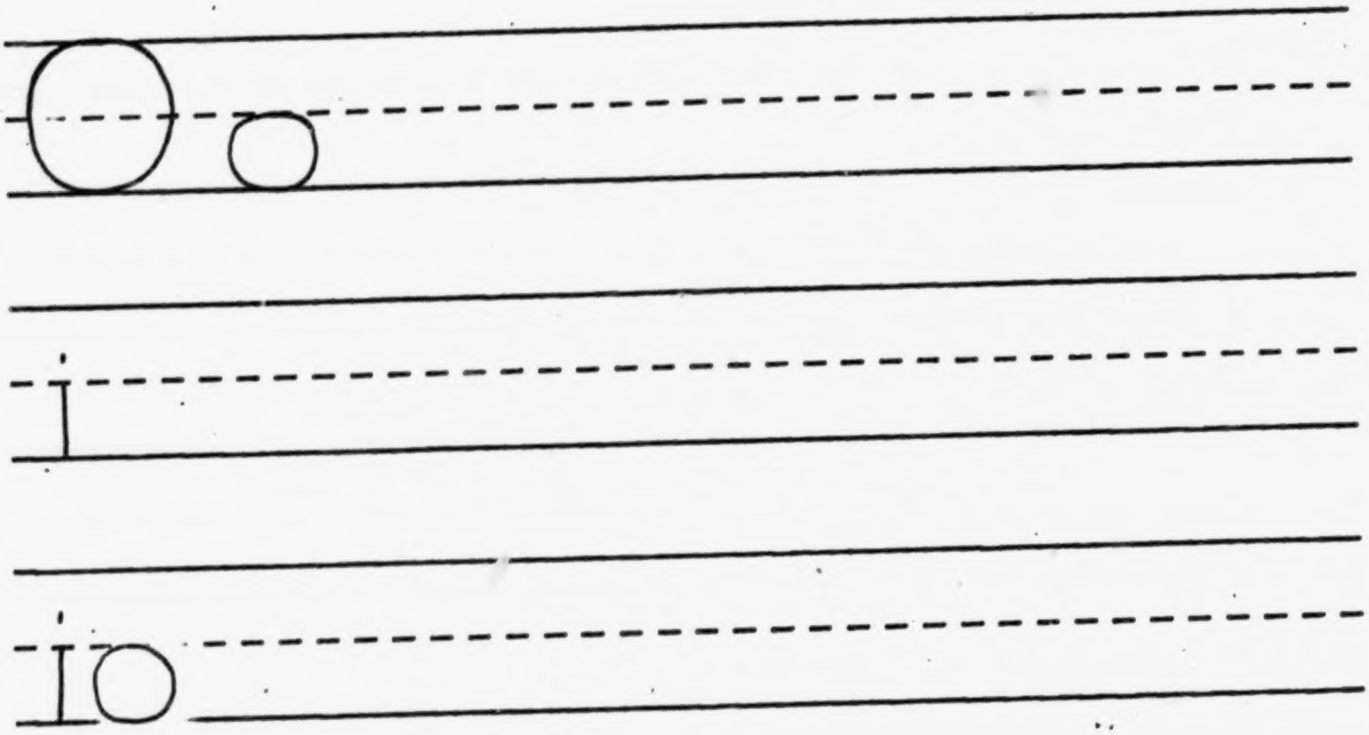












Follow this by complete capital letter alphabet. Each letter has directions for formation.

GRADE II

General Information

I. INTRODUCTION

In the first grade children copy letters, numbers and words from the chalkboard for many purposes devised by the teachers. Gradually they learn to write in their own words without looking at something to copy. As more and more situations demanding written work in all areas of curriculum arise they are confronted with the necessity for increased legibility and speed. Children will need to be reminded of the importance of neatness in all writing, such as in workbooks.

The first few weeks in grade two should be spent re-teaching all manuscript letters. See grade one section p. 18 and sample lesson on p. 38.

II. THE SEVEN YEAR OLD CHILD AND HANDWRITING

A seven-year old child is making slow and steady growth in his physical development. His large muscles are still ahead of the small muscles in their development, but the child is gradually developing greater skill in the use of the small muscles. He can hold a pencil, although he grasps it tightly and shows a good deal of tension when he writes. Eye-hand coordination is also improving. It is during the second year in school that a child shows refinement in manuscript.

A seven-year old child is anxious to do well and to learn how things are done. He sometimes erases as much as he writes, trying constantly to make the work nearly perfect. He is in need of guidance and leadership that gives him much encouragement to do independent writing.

III. PURPOSES

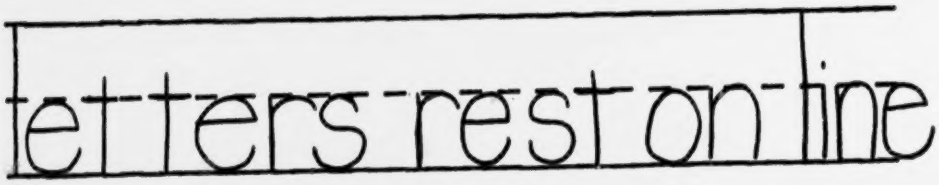
1. To maintain good habits of posture, position of the paper, grasp of pencil and neatness of arrangement.
2. To improve writing vocabulary and visual discrimination.
3. To develop an eagerness to write independently in manuscript.

Recommended time allotment

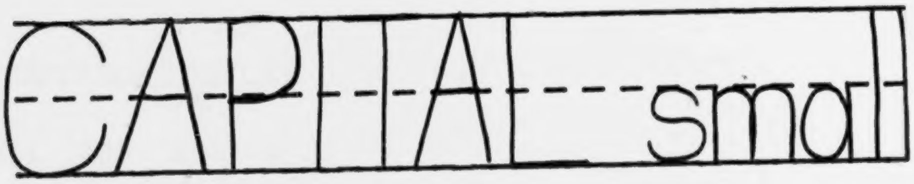
80 minutes per week

IV. BASIC FUNDAMENTALS OF MANUSCRIPT

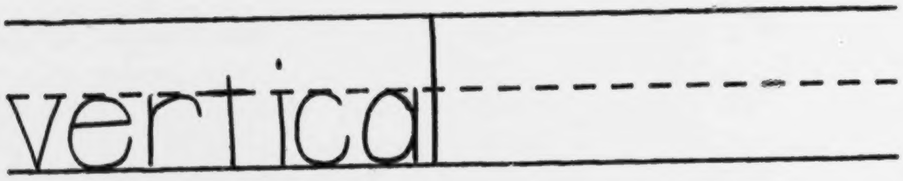
A. Alignment


letters rest on line

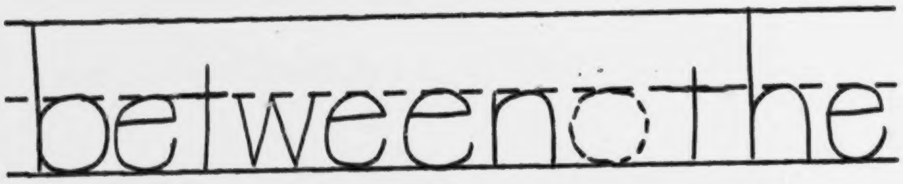
B. Size


CAPITAL small

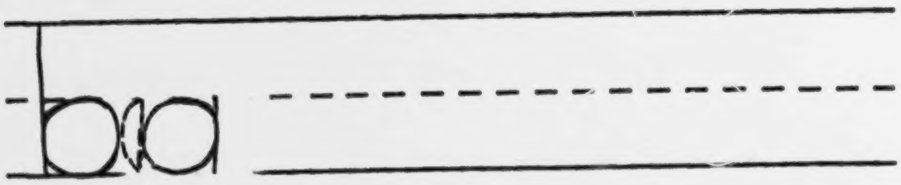
C. Slant



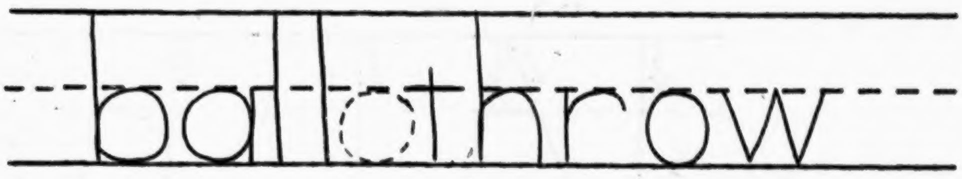
D. Spacing


between the

Between letters leave a space the size of



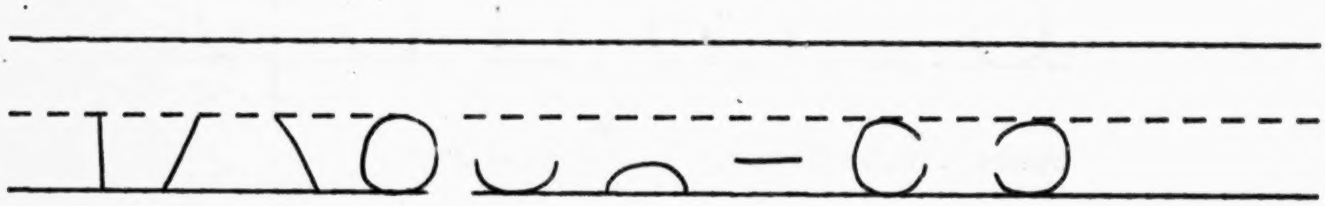
Between words leave a space the size of



Leave margins on both sides.

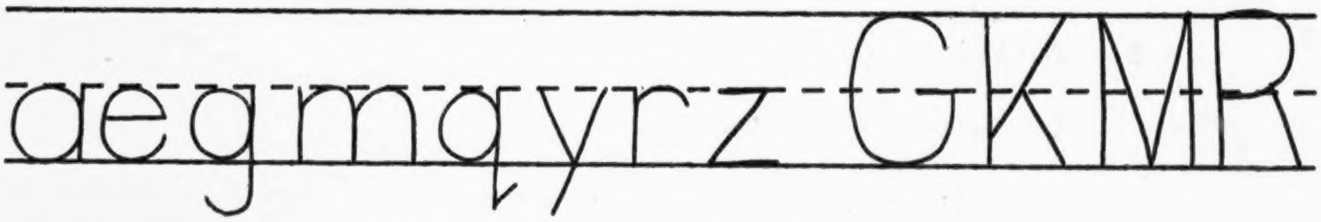
E. Letter formation

In manuscript writing the basic strokes are:

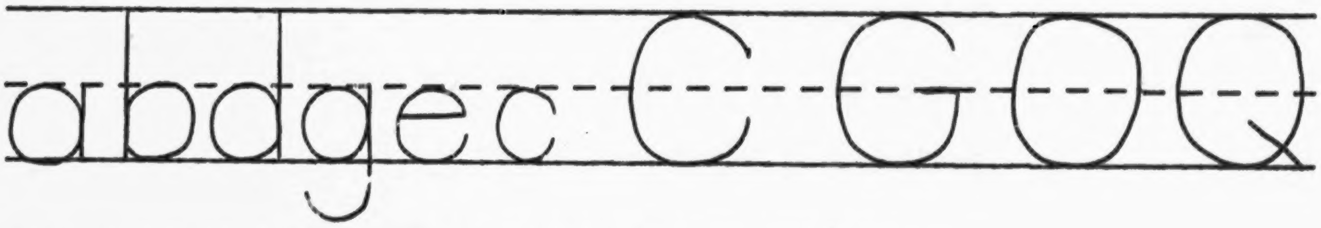


V. SUGGESTED AREAS FOR CONCENTRATION

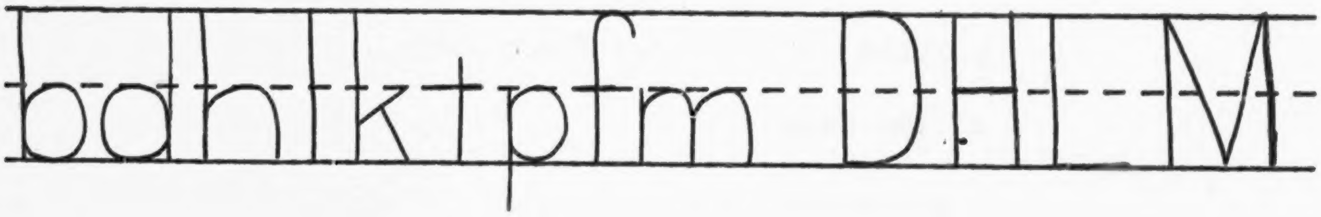
A. Difficult letter formations


degmqyrz GKMR

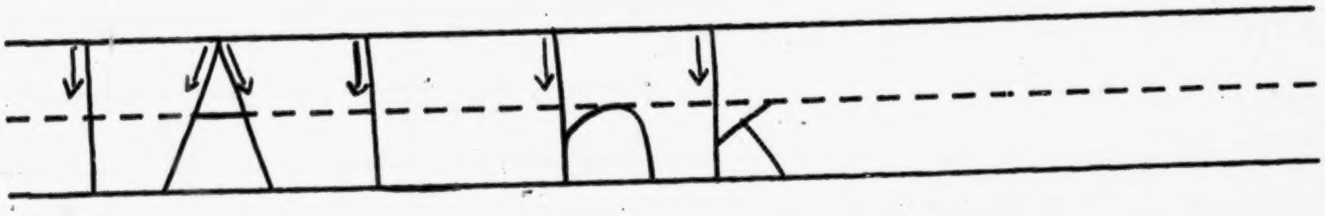
Emphasize roundness of each letter as it is made.


abdgec C G O Q

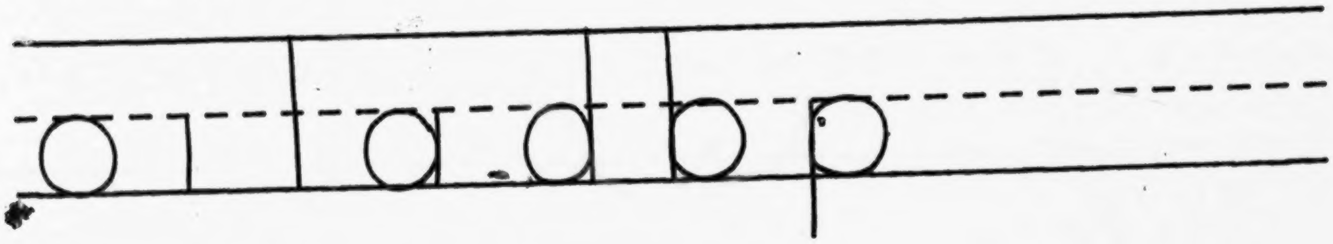
Emphasize straightness of downstroke in writing.


bdhlktpfm DHLM

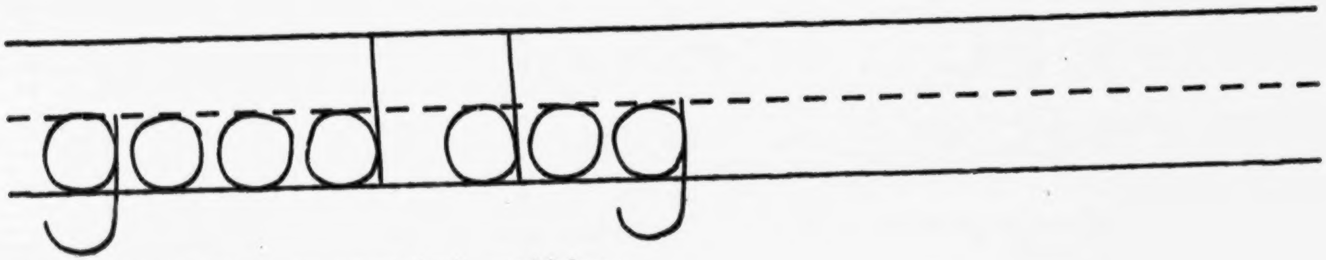
Begin all letters at the top.



Make letters with straight lines and circles.



Space circle letters close together.



B. Positions for manuscript writing

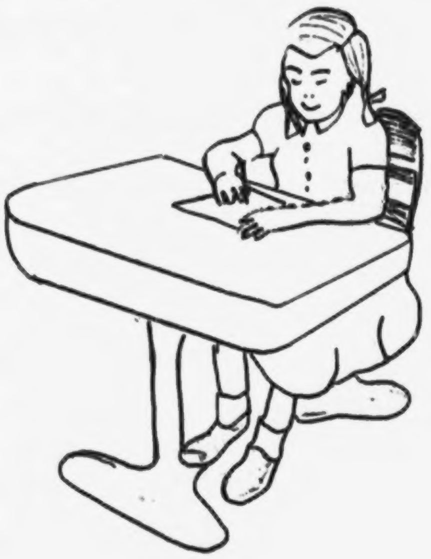
1. Sitting position.

Sit erect lean forward from hips - shoulders are slightly forward.

Keep both feet on the floor.

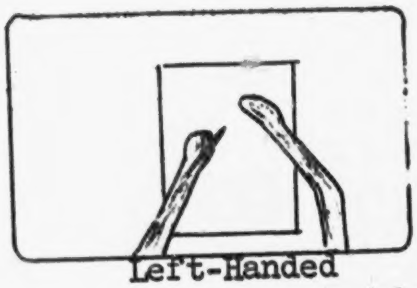
Let forearms rest on desk.

Review see p. 4 to p. 6 Grade one.

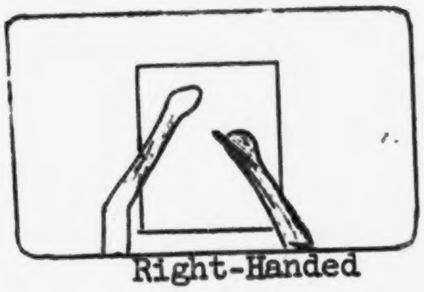


2. Position of Paper

Place paper squarely in front of body in the center of the desk - perpendicular to the front edge of the desk.



Left-Handed



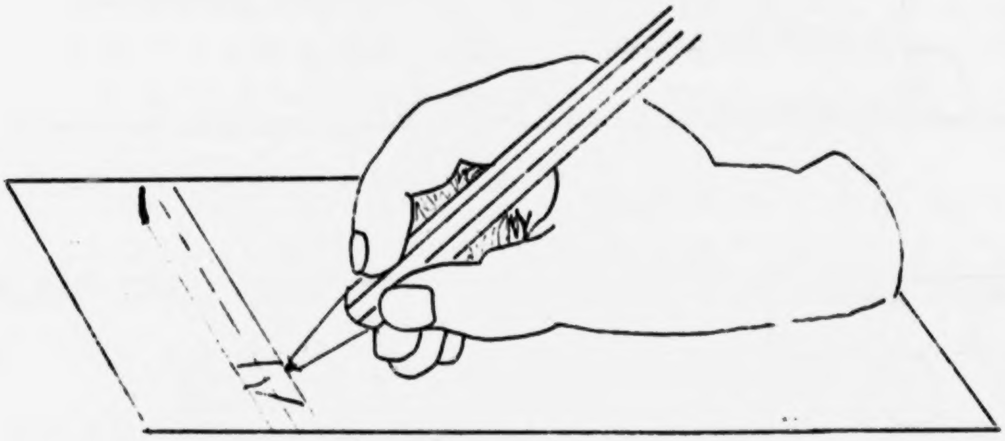
Right-Handed

3. Position of Pencil

Hold the pencil loosely with the thumb and first finger. Rest the hand on the fingers and heel of hand. Do not rest it on the side of the hand.

Grasp the pencil about one inch above the point.

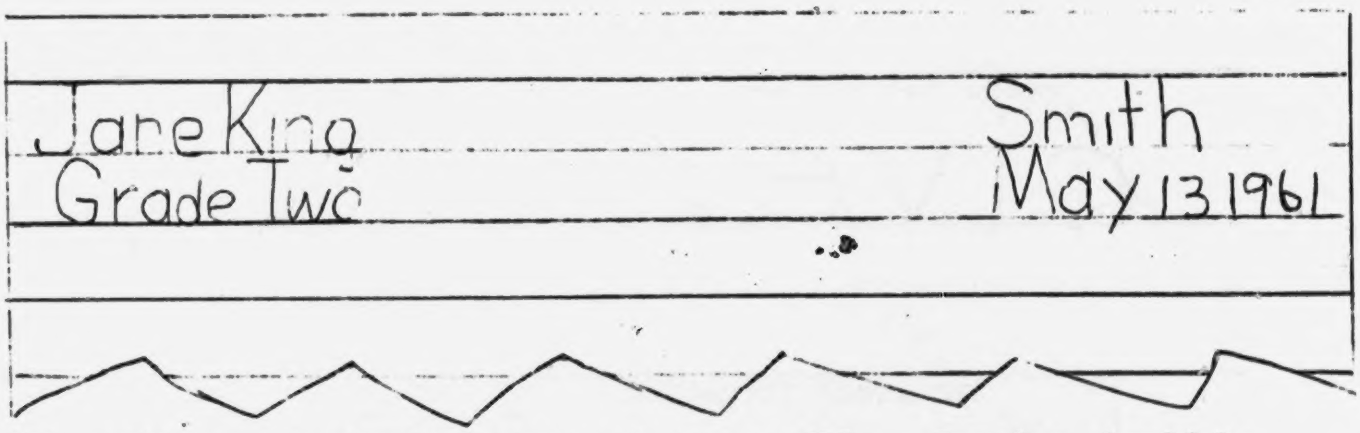
Slant the pencil toward the upper arm and shoulder.



C. Neatness of Arrangement

Proper heading

Suggested arrangement of heading should be determined for the entire school by the staff.

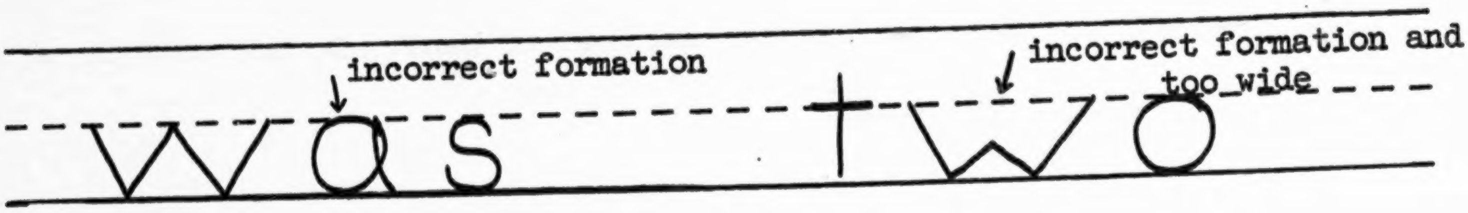


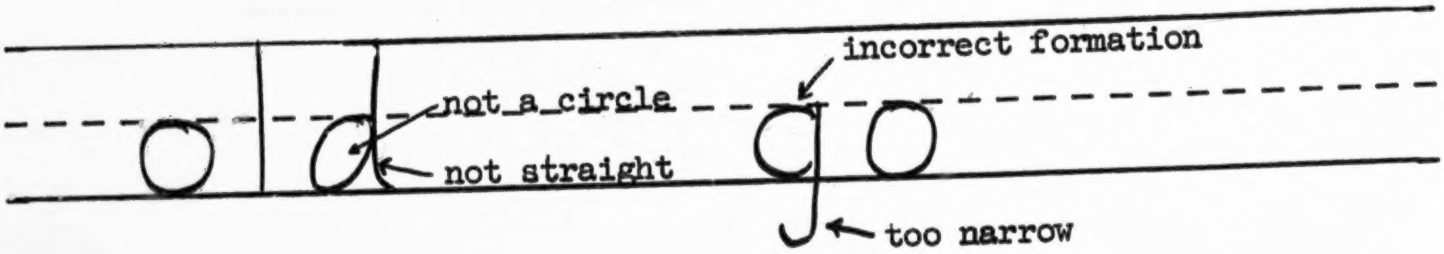
Jane King Smith
Grade Two May 13 1961

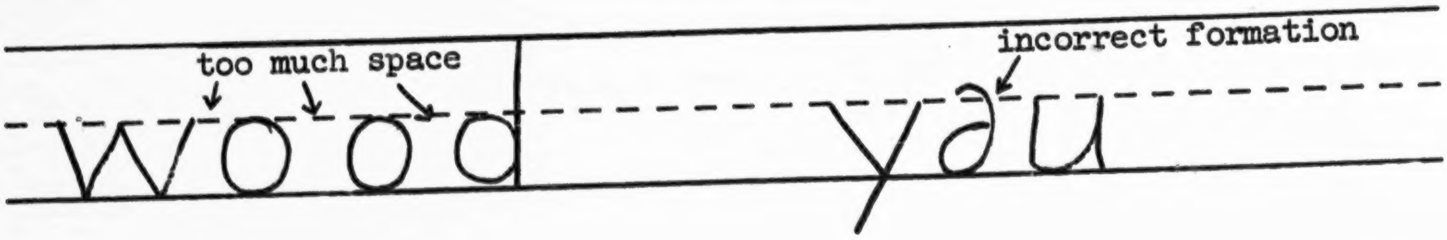
All written work should be as neat as possible. Spacing should be proper and margins should be even.

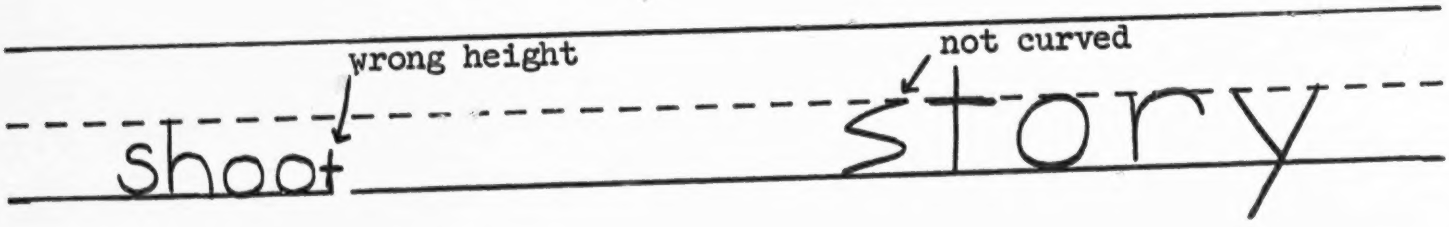
Keep the paper reasonably free of erasures, smudges and unnecessarily retraced letters.

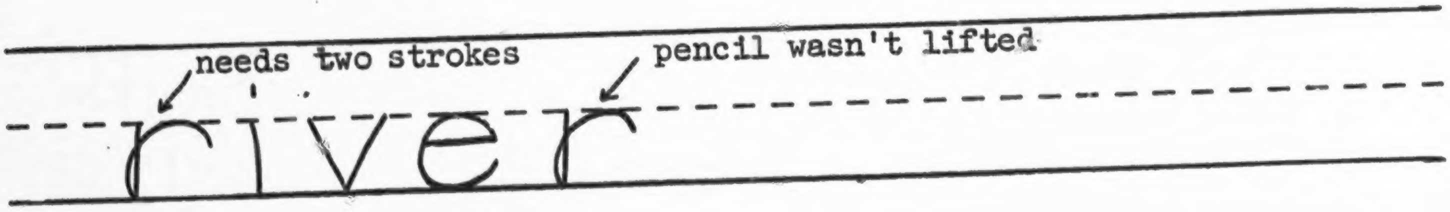
D. DIAGNOSING ERRORS

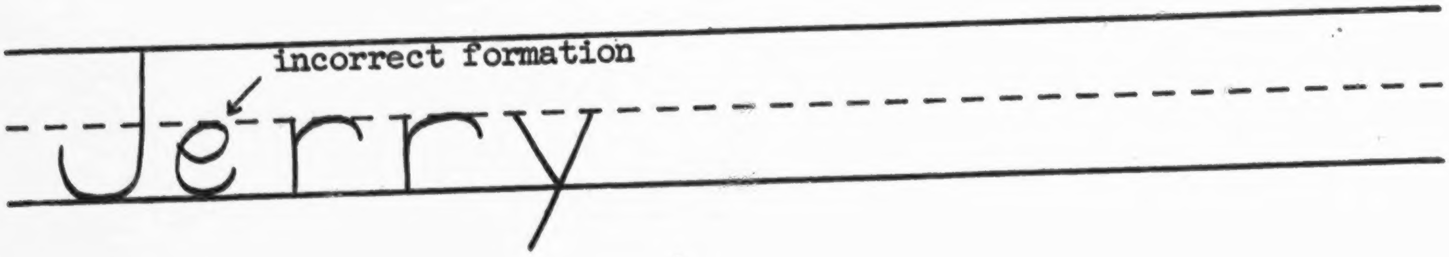

incorrect formation
incorrect formation and too wide
was
two


incorrect formation
not a circle
not straight
too narrow
old
go


too much space
incorrect formation
wood
yəu


wrong height
not curved
shoot
story


needs two strokes
pencil wasn't lifted
river


incorrect formation
Jerry

E. Evaluation

Do pupils sit correctly?

Do pupils hold their pencils correctly?

Do pupils slant their writing vertically at all times?

Inconsistent vertical slant is frequently caused by failure to move the paper as the hand writes across the page. The unused hand should slide the paper to the left as the pupil writes.

Do they refer to desk copy of manuscript alphabet and wall cards for proper letter forms.

Take handwriting samples periodically for cumulative record folder. Compare with previous samples for evidence of improvement and diagnosis of consistent problems.

VI. KINDS OF WRITING CHILDREN SHOULD DO

Skill in handwriting will condition the effectiveness of a child's written expression. When a child knows the mechanics of writing well enough, then he can concentrate on the ideas he has set out to express. Many opportunities should be given to allow for this expression. Writing lessons should grow out of the many activities and interests of school life. Having a purpose for writing is a genuine stimulus for improving writing.

Examples:

1. Descriptions
2. Stories
    original
    suggested topics
    surprise endings
3. Poetry

4. Descriptive phrases
5. Alphabet booklets
6. Sentences using homonyms, synonyms, and antonyms
7. News items for parents
8. Records
    weather
    Science experiments
9. Gift tags
10. Greeting cards
11. Labels
12. Invitations
13. Captions for pictures
14. Songs

VII. ORGANIZATION FOR INSTRUCTION

During the first few weeks of school review and re-teach proper formation of all letters. Group letters with similar strokes for such instruction. For example, review m, n, r, and h for one lesson. Close supervision of each child's writing is a necessity. Time spent in a meaningful, individually supervised review is most profitable.

A. Obtain and maintain good attention of pupils.
B. Give specific instruction and demonstration of lesson to be practiced.
C. Allow one or two children to demonstrate correct formation of letters on the chalkboard as the other children watch.
D. Impress on the children the value of visualizing the whole word before beginning to write.
E. Encourage children to write words from memory.

F. Spell words instead of writing them on the board.

G. Make sure children have a knowledge of formation of letters and ability to name them.

H. Supervise closely individual work.

I. Permit short intervals for children to evaluate their own writing.

J. Encourage children to use correct letter formations in all written work.

K. Occasionally, evaluate several papers to select some that show most improvement.

VIII. THE LEFT-HANDED WRITER

Manuscript writing usually is not more difficult for left-handed children than for right-handers. They encounter most of their difficulties when beginning to write cursive. Although few problems appear in the manuscript, it is still important to locate those who probably will have future problems.

1. In the early primary grades, children may be found who have a weak left-hand dominance. This may be discovered by asking the child to cut paper with scissors, trace an intricate pattern, use a screw driver, or sew. If one or more of these tasks is performed with right hand, the left hand dominance probably is weak. Under favorable conditions this child might be changed to a right-handed writer. The most efficient writers have a strong hand dominance and do not seem to resort to hooking and other unnatural adjustments. Children should be encouraged to use only the preferred hand in all tasks. There is no advantage in being ambidextrous - on the contrary there are indications that the lack of a consistent preference may be accompanied by unwanted traits.

2. Some left-handed children have a weak left-hand dominance. If these children can be identified early, they should be encouraged to have fun with the right hand, practicing writing, scribbling, and drawing during his free moments. Force must not be used to change him and motivation should come from the child wanting to change to the right hand. If the child shows resistance or indifference he should be encouraged to retain and improve his left-handed skills. Some cases of stuttering are believed to be caused by the child being FORCED to

perform neuromotor skills (i.e., writing with the unpreferred hand) in an unnatural way. Speech and hand dominance are believed to be controlled by the same hemisphere of the brain. These beliefs suggest that hand preference is based on the constitution of the organism and that tampering with it might have serious consequences. If the child is tested for hand preference the outcomes should be recorded by the teacher and inserted in the cumulative record.

3. Children with a strong preference for the left-hand are likely to be left-handed all of their lives no matter what anyone tries to do to change them. Teachers should help them to live happily with this by not pointing out that it may be unique. Left-handedness is natural for them. They are not different. It is only a normal manifestation of individual differences.

IX. MATERIALS (*Indicates item stocked in storehouse and available by requisition.)

*1. Manuscript wall cards (alphabet and number).

*2. Manuscript alphabet sheets for pupils.

*3. Number 3 manuscript writing paper, 8½ x 11 inches. Three-fourths inch heavy ruling with 3/8 inch light line between. This paper should be used at the beginning of second grade for manuscript writing.

4. Dixon pencil #312 or American #325.

*5. Number 4 manuscript writing paper, 8½ x 11 inches. One-half inch heavy ruling, with ¼ inch faint line between. Helpful in making the step to cursive writing, this paper will serve for both the last steps in manuscript and the initial phases of cursive writing. It is suggested that this paper be used in the latter weeks of second grade.

*6. Pamphlet---Teach Me How to Write (for teacher).

*7. Lined chalkboard and chalk. (Note: Lining and relining blackboard surface by school shop through regular requisition channels.)

GRADE THREE

GRADE III

General Information

I. INTRODUCTION

Children should have sufficient time to develop manuscript writing before changing to cursive writing. The experiences should be long enough so that skill in manuscript writing is as easy and as mechanical as other daily habits. Transition to cursive is begun when most children are beginning to show a desire to write cursively, when they write the manuscript alphabet from memory, and when they show the necessary muscular coordination.

Cursive writing is developed as an additional skill and should not replace manuscript writing.

Manuscript writing should be used frequently even after the transition to cursive has been made. The teacher should point out that there is need for manuscript writing throughout adult life in labeling, addressing packages, making charts, filling out forms and questionnaires.

Organization of the teaching of handwriting involves an orderly, meaningful introduction of the various phases of the skill and short systematic practice periods. Ten to fifteen minutes each day should be devoted to handwriting lessons in the early grades. The orderly introduction of cursive handwriting outlined on the following pages is a time-consuming instructional task that should not be hurried. The teacher may need to remind the pupils frequently of the need for neatness in all written assignments, such as workbook exercises.

Manuscript writing does not present as many problems for left-handed children as cursive writing does. The transition to cursive is a critical period for them, and even the left-handed child who writes manuscript adeptly will have problems. He will need individual attention and cannot be expected to adjust or interpret for himself the directions given to right-handed children.

II. THE EIGHT OR NINE-YEAR OLD CHILD AND HANDWRITING

The eight or nine-year old child is developing steadily but slowly physically. Because his small muscles are much better developed, he is able to use them more effectively and with better coordination. His writing, therefore, becomes much more uniform.

At this age eye-hand coordination is good, affording a natural time to make the transition from manuscript to cursive writing.

It is during this period that some children, particularly tall, thin youngsters, develop poor posture. This presents a problem in the writing class, which can be corrected through good teaching.

III. PURPOSES

A. To maintain good habits of posture, position of the paper, grasp of pencil and neatness of arrangement. Usually, this occurs about the fourth month of grade three. Some deviation from this is normal.

B. Continue the refinement of manuscript writing. Introduce cursive writing gradually and show the difference between manuscript and cursive writing.

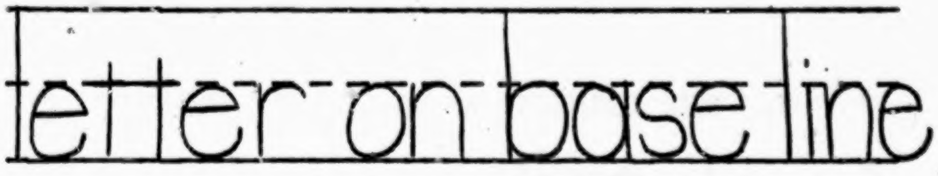
C. To continually evaluate all written work.

Recommended time allotment

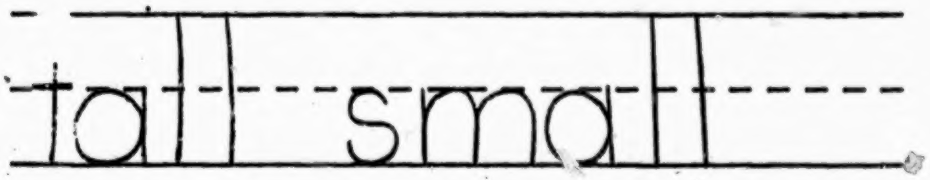
80 minutes per week

IV. REVIEW OF BASIC MANUSCRIPT HANDWRITING FUNDAMENTALS

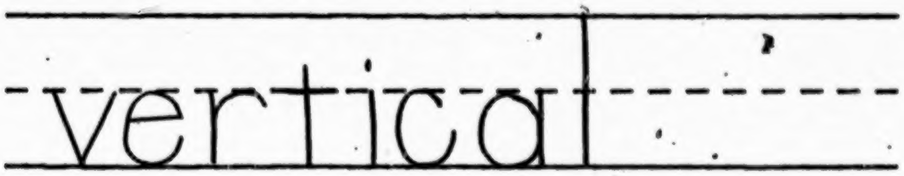
A. Alignment


letter on base line

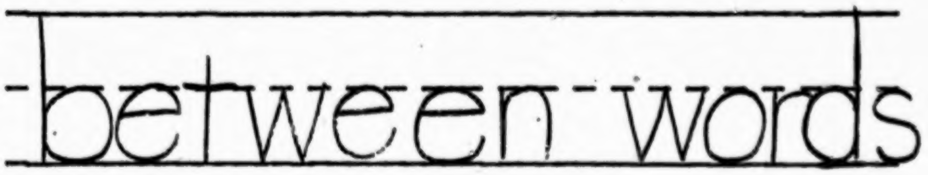
B. Size



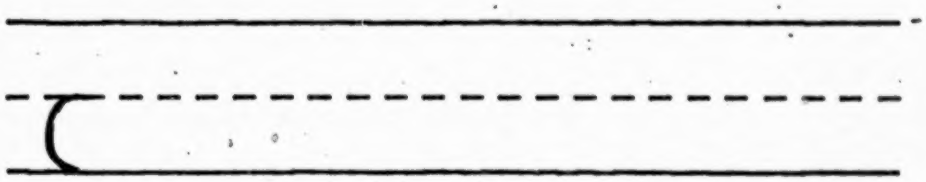
C. Slant



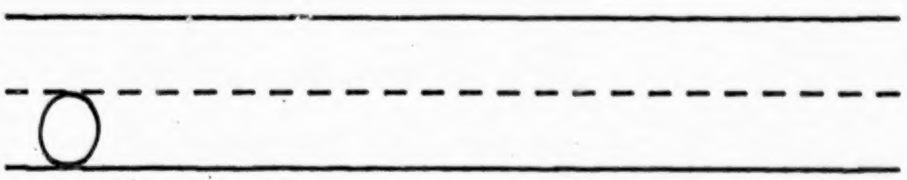
D. Spacing


between words

Between letters leave a space the size of



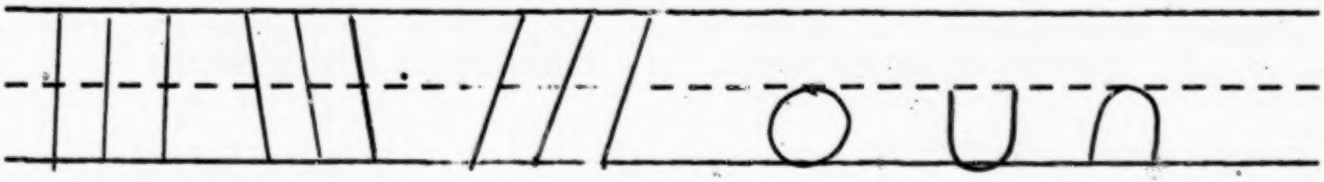
Between words leave a space the size of



Leave margins on both sides.

E. Letter formation

In manuscript writing the basic strokes are:

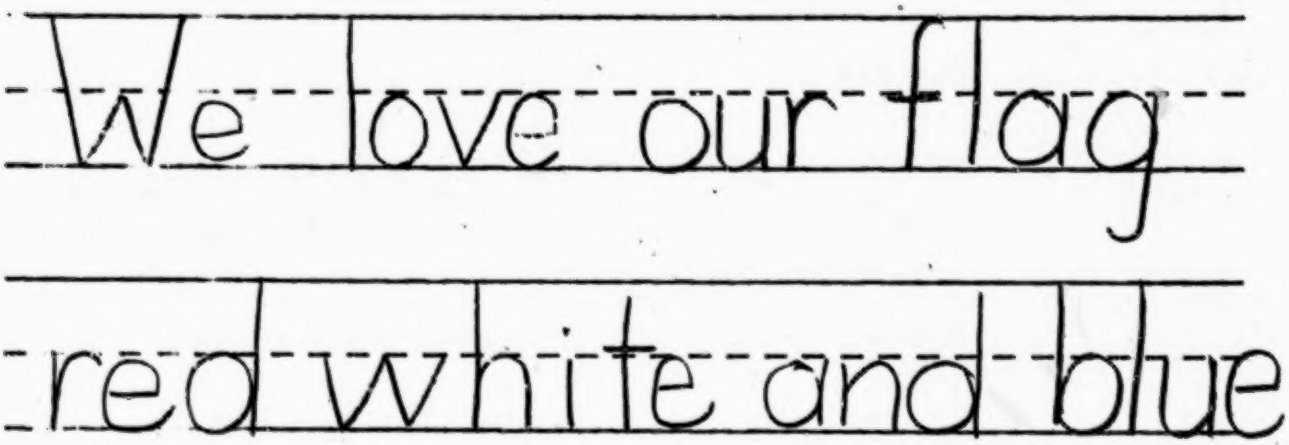


V. THE TRANSITION TO CURSIVE WRITING

A. Readiness

1. The local practice to begin writing sometime after the fourth month in the third grade.

2. Ideally, at least half the class or more should be able to write manuscript fluently, independently, and with well formed letters. The manuscript writing should approximate the following scale:



Not all children will perform up to this scale. Some children have probably reached their peak in production. In recognition of individual differences, therefore, it is wiser to permit them to move on to the new interest of cursive writing. They will be much happier and will show more interest than if asked to continue the manuscript.

3. Signs of readiness for transition.

   Desire to write in cursive style.

   Physical and mental growth and development so that there is sufficient coordination of arm, hand and fingers.

   Ability to write the manuscript alphabet from memory.

   Ability to read cursive writing.

B. Motivation

Children should be able to read cursive writing before writing it! To provide such experiences teachers may wish to use the following suggestions:

1. A section of the chalkboard may be reserved for experiences in reading cursive writing. Each day something in cursive writing might be placed there for the children to study during the day. This may include:

   A. List of words related to activities going on in the classroom.
   B. Notices for the class
   C. News items
   D. Names of boys and girls who have committee work to do
   E. Surprise story
   F. Questions
   G. Riddles

   At the end of the day an opportunity should be provided for oral reading of this material.

2. Cursive alphabet cards with corresponding manuscript alphabet cards should be visible to all children.

3. Lower-case cursive letters written in a prominent place on the chalkboard, but not in sequence. Children should be given

practice in naming the letters at sight. Children who know all the letters might act as practice leaders for those who still need to improve recognition. As a child completes the assignment of naming every letter, his name might be placed on the board under the title "I KNOW MY LETTERS".

4. Original ideas of teacher.

C. Handwriting Vocabulary

top line
base line
above
below
slant
letter formation
space
question mark
tall letters
middle letters
small letters
capital letters
size
cross
check
comma
manuscript
margin
alphabet
round
circle
dot
period
cursive

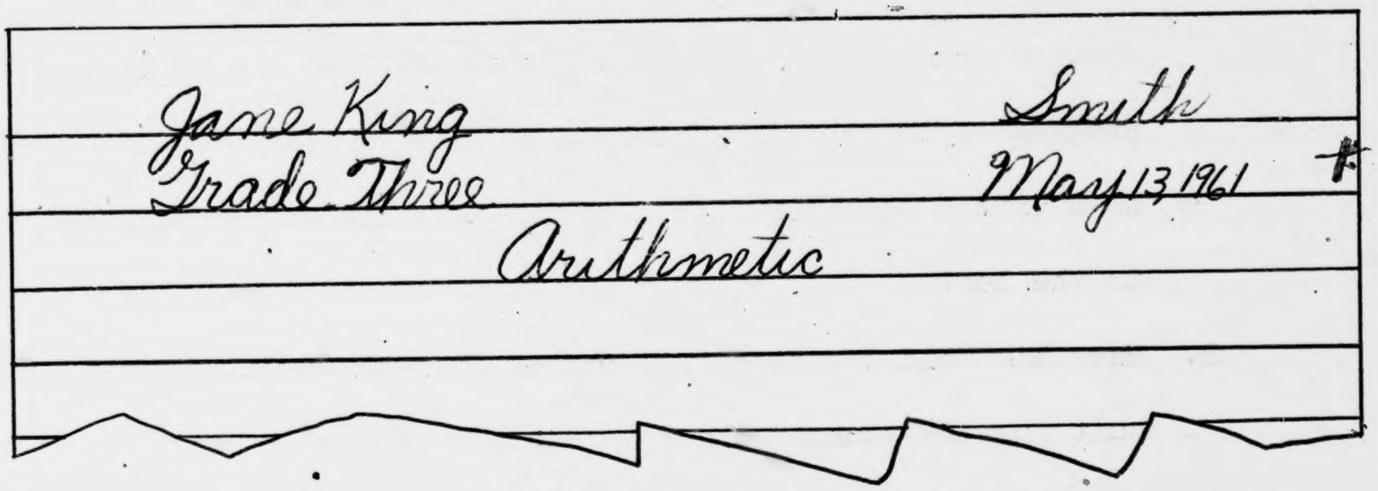
VI. KINDS OF WRITING CHILDREN SHOULD DO

Skill in handwriting will condition the effectiveness of a child's written expression. When a child knows the mechanics of writing well enough, then he can concentrate on the ideas he has set out to express. Many opportunitites should be given to allow for this expression. Writing lessons should grow out of the many activities and interests of school life. Having a purpose for writing is a genuine stimulus for improving writing. Examples:

1. Descriptions
2. Stories
    - original
    - suggested topics
    - surprise endings

3. Poetry
4. Descriptive phrases
5. Alphabet booklets
6. Sentences using homonyms, synonyms, and antonyms
7. News items for parents
8. Records
    - weather
    - Science experiments
9. Gift tags
10. Greeting cards
11. Labels
12. Invitations
13. Captions for pictures
14. Songs

VII. PROPER HEADING AND NEATNESS



All written work should be neat as possible. Pupils should begin to get the idea of writing a final copy after correcting a rough or first copy. Spacing should be proper. Allow one inch on left and right edges of the paper. Papers should be reasonably free of smudges, erasures and unnecessarily retraced letters..

VIII. THE LEFT-HANDED WRITER

Children who are consistently left-handed, (perform all tasks with left hand) find it easier to maintain proper position of paper and the writing hand than do children who use both left and right hands. The teacher must follow up on this, checking repeatedly to see that the paper is placed properly. These consistent left-handed children tend to have fewer problems than do children with a weak left-handed preference. Some adjustments may be necessary for them, however.

Children with weak left-hand preference (who perform some tasks with their right hands) tend to have more difficulties when learning cursive writing. They should be watched closely and if difficulties are apparent, try some of the following suggestions.

1. If he wants to turn his paper to a right-handed paper position encourage him to keep paper turned properly but use a backward or left slant. Writing slanted in this way permits a vertical view of letter forms. This emphasis must be continued as a child progresses in school. Teachers must accept left or backward slant as a better solution than a hooked writing hand with paper turned to the left.
2. Have him hold the pencil 1½ inches from the point. This is difficult for the younger child who is struggling to control the pen, but it will assist him in keeping his fingers and hand below his writing so he can read what he writes.
3. Have him use harder leaded pencils and blunt pointed fountain pens to minimize smearing if this is a problem.
4. Encourage him to maintain manuscript writing. Left-handers often

find manuscript writing easier than cursive and maintain the skill on their own initiative.

5. Expect slower writing from left-handers. Give them more time to complete assignments wherever necessary.
6. Furnish individuals with alphabet sheets illustrating the backward slant.
7. Do not expect much improvement by drilling at the blackboard. This is a different skill that does not present the same problems as writing at the desk.

If a child can be helped to adopt the normal left or backward slant, give extra time if needed. During this period he may be excused from other writing assignments. He should be helped to concentrate on his writing without the pressure of fulfilling other writing assignments.

IX. MATERIALS (*Indicates item stocked in storehouse and available by requisition.)

*1. Individual cursive alphabet (for pupils).

*2. Number 4 manuscript writing paper, $8\frac{1}{2}$ x 11 inches. One-half inch heavy ruling, with $\frac{1}{4}$ inch light line between. Helpful in making the step to cursive writing, this paper will serve for both the last steps in manuscript and the initial phases of cursive writing.

*3. Number 5 writing paper, 8 x $10\frac{1}{2}$ inches. One-half inch ruled. Designed to be used in the latter part of third grade, this paper provides a step before the 3/8 inch ruled paper recommended for the intermediate and upper grades. Lines run the long way on the paper.

*4. Number 6 writing paper, 8 x 10½ inches. Three-eighths inch ruled. This paper is recommended for use in the intermediate and upper grades. Where children appear ready for its use, it is advised that third grade children use this paper during the last weeks of school.

5. Pencils, ball-point pens, or fountain pens.

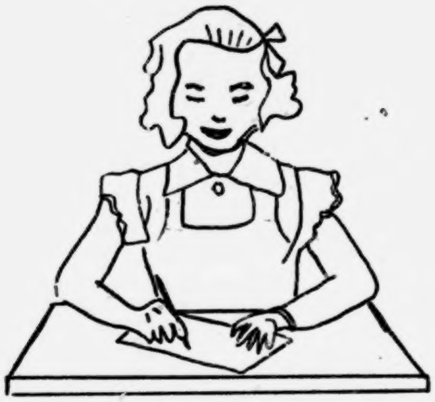
*6. Alphabet wall cards.

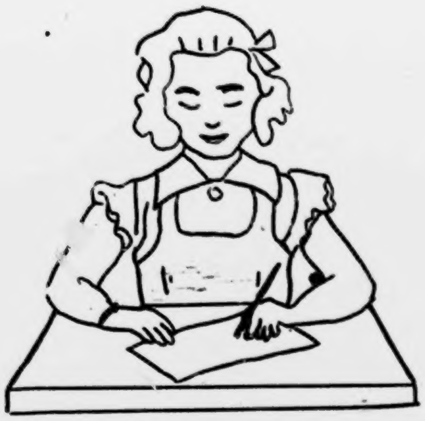
*7. Pamphlet---Cursive Writing the Easy Way (suggested transition procedure for teacher).

Cursive Writing

I. POSITIONS

A. Sitting Position


Right-Handed


Left-Handed

Sit straight with shoulders slightly forward.

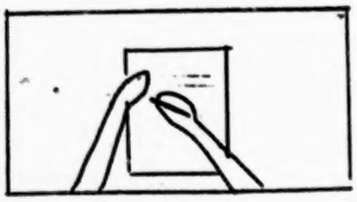
Place arms on the desk.

Place the paper on the desk so bottom left corner points to the center of the body. The left hand should be on the paper and be used to move the paper occasionally as the right hand goes across the page.

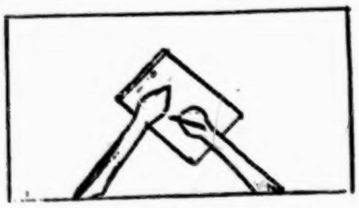
A left-handed child would place the paper on the desk so bottom right corner points to the center of the body. The right hand lies on the paper and is used to move the paper to the left as the left hand writes across the page.

B. Position of Paper

Manuscript	Cursive
Place paper squarely in front of body - in the center of the desk - perpendicular to the front edge of the desk.	Place paper at an angle of about 30°. Left hand corner points to center of body for right hand writer. Place right hand corner toward center of the body for left hand writer.



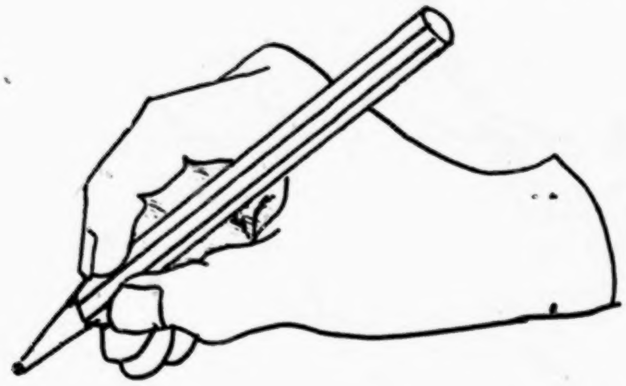
Manuscript



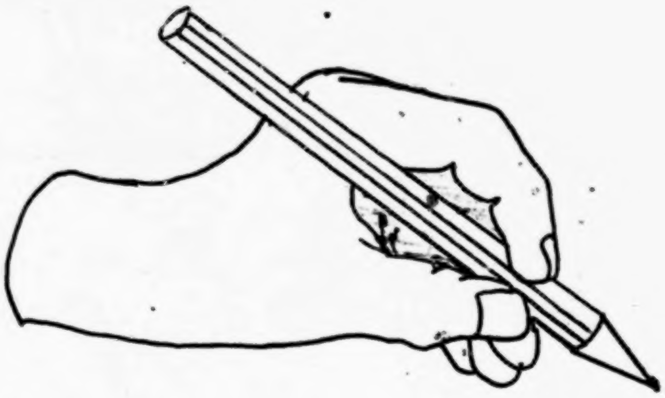
Cursive

C. Position of Pencil

Hold the pencil loosely with the thumb and first finger. Rest the hand on the fingers and on the heel of the hand, not on the side of the hand. Allow about one inch of the pencil to show below fingers.



Right-Handed Position



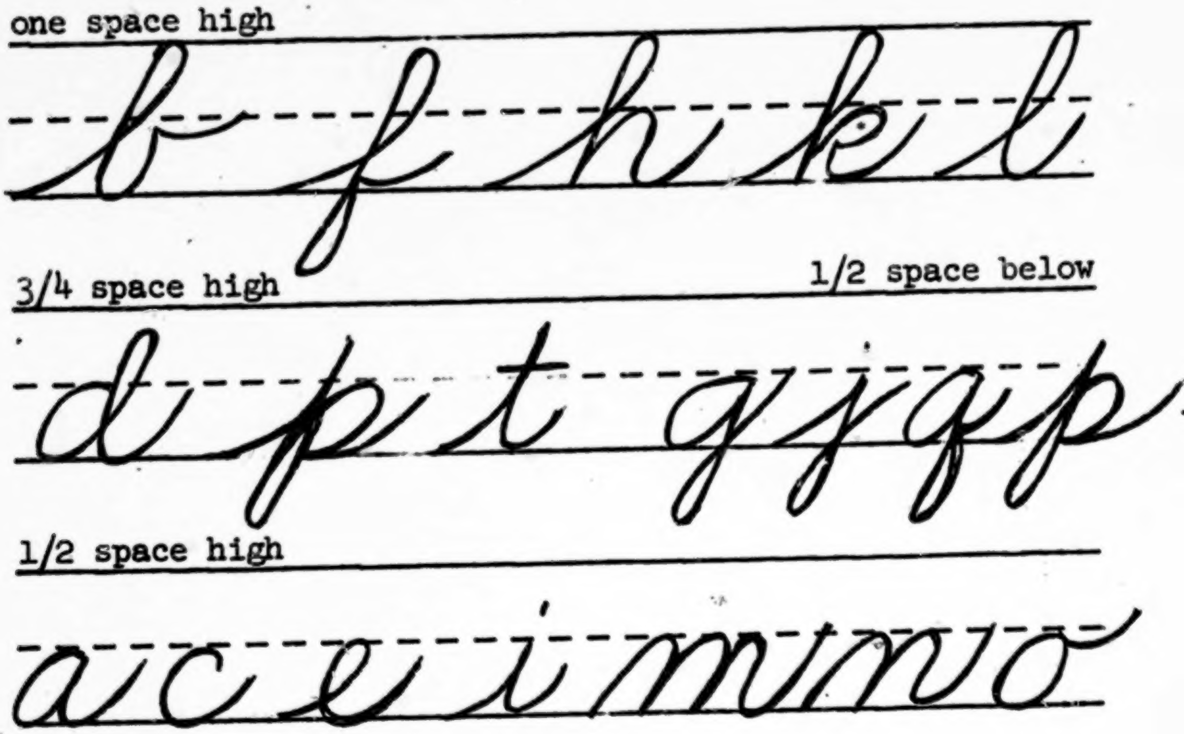
Left-Handed Position

Left-handed children should attempt to grasp the pencil about 1½ inches, (½ inch longer than right handed) above the point.

Because hand and finger muscle development follows that of arm muscles and because cursive letter forms are more intricate, children will tend to write in manuscript with more arm movement than in cursive writing.

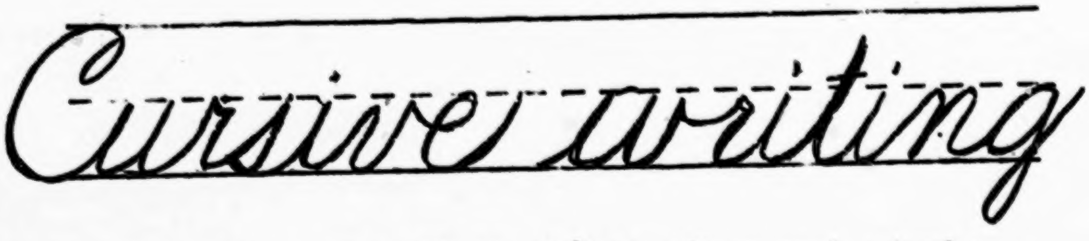
II. BASIC FUNDAMENTALS

A. **Alignment** - eveness of small, middle and tall letters; all resting on base or bottom line. On unruled paper an imaginary straight (horizontal) line is followed.

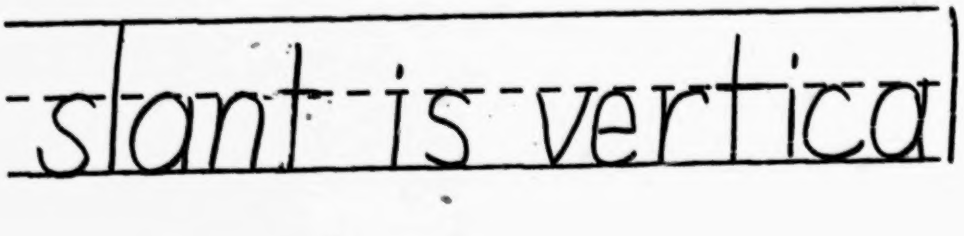

one space high
b f h k l
3/4 space high
1/2 space below
d p t
g j q p
1/2 space high
a c e i m n o

B. **Uniformity**

Cursive writing - free-flowing letters that are joined without lifting pencil until the word is ended. Writing is usually slanted.


Cursive writing

Manuscript writing - printing. Pencil is lifted after each stroke. Slant is vertical.


slant is vertical

Curve - arc of a circle. Right curve-arc or rounded part of circle curves right . Left curve - the arc curves to the left .

Loop - joining of left and right curves .

Line quality - uneven pressure applied to pen or pencil causing lightness or heaviness of written work such as

Uneven pressure

C. Slant - direction of downstroke

slant

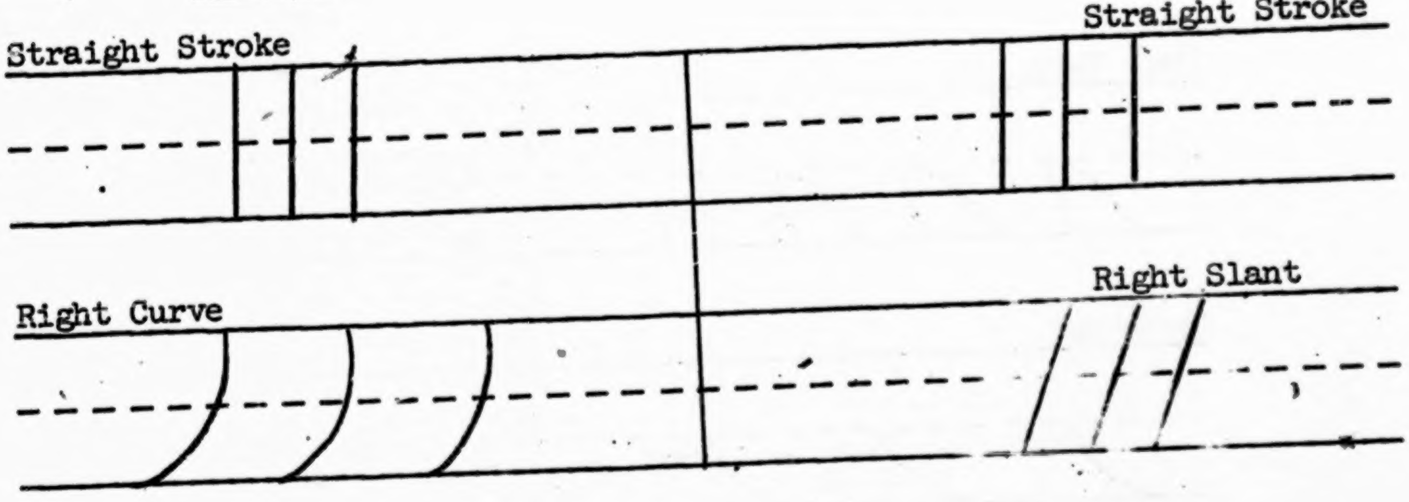
D. Spacing - space between words is the width of a letter "o".

spacing o words

E. Letter formation

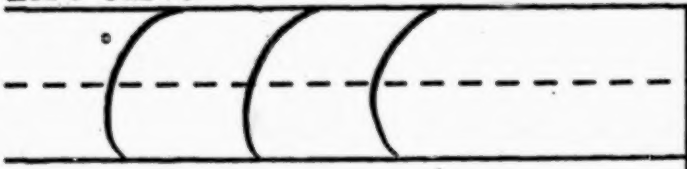
Cursive

Manuscript

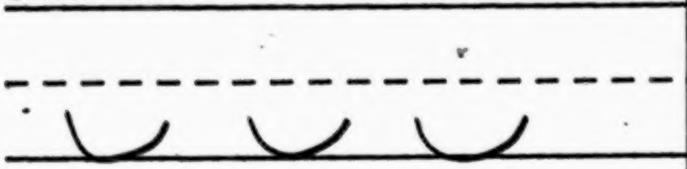

Straight Stroke
Straight Stroke
Right Curve
Right Slant

Cursive

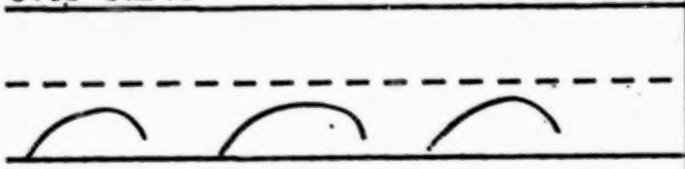
Left Curve



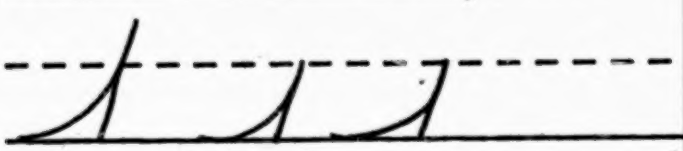
Under Curve



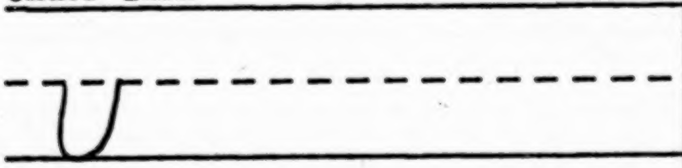
Over Curve



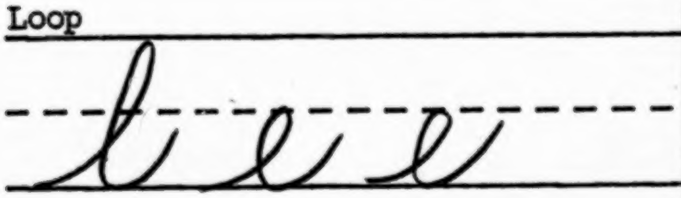
Angular Joining



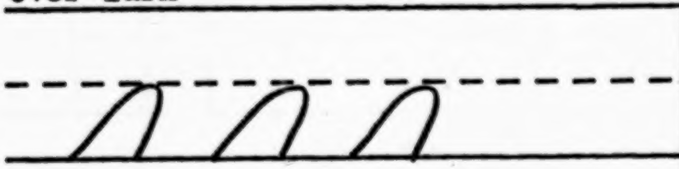
Under Turn



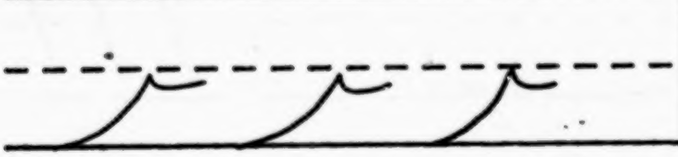
Loop



Over Turn

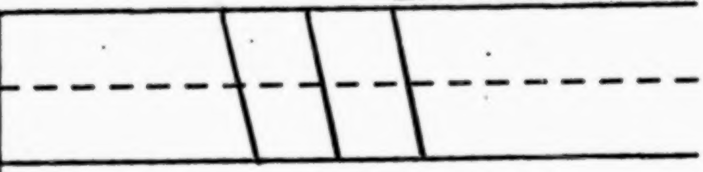


Up Swing

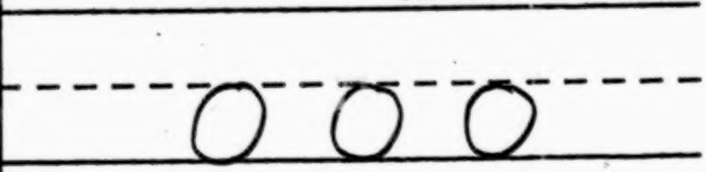


Manuscript

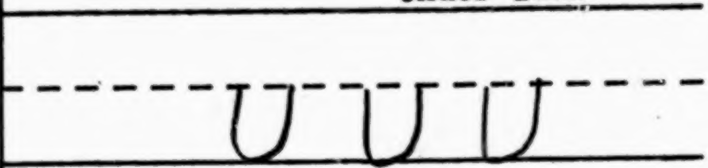
Left Slant



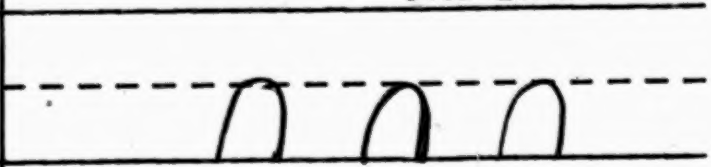
Circle



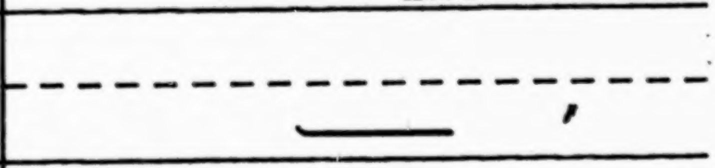
Under Turn



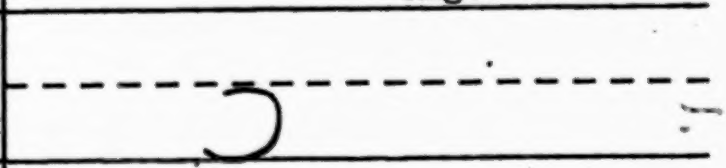
Over Turn



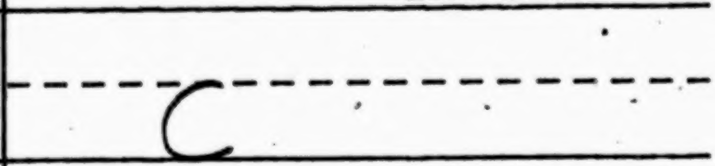
Horizontal Line



Right Curve



Left Curve



Cursive	Manuscript
The writing is slanted.	Writing is vertical.
Keep paper slanted on the desk.	Keep paper straight in front of you on the desk.
The letters are joined.	Each letter is made separately.
The pencil is not lifted from the paper until the end of a word.	Lift pencil after each stroke.

III. EVALUATION

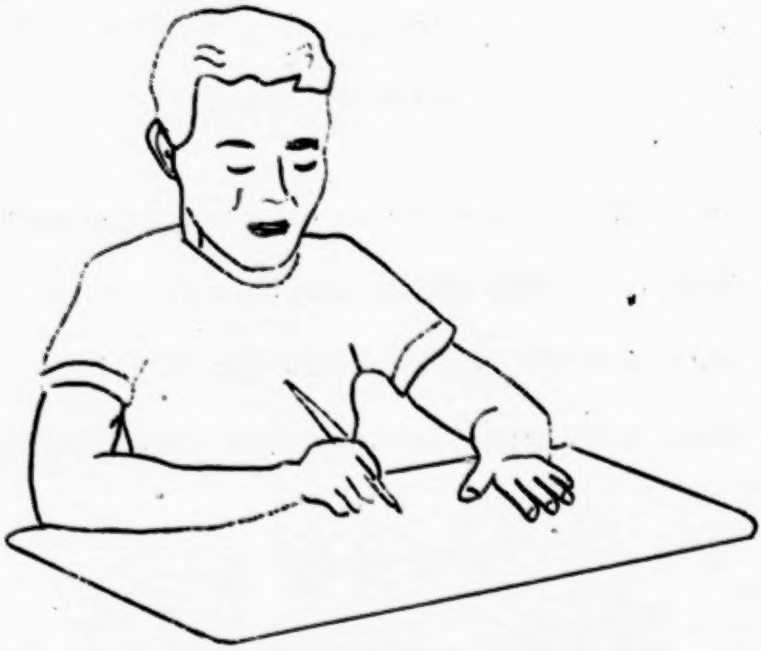
Children can learn to write well if they continually assess the legibility of their writing and their adherance to recommended writing habits.

Improvement is associated with understandings and the attitudes that are developed daily, both in school and at home.

Stress the basic fundamentals of handwriting.

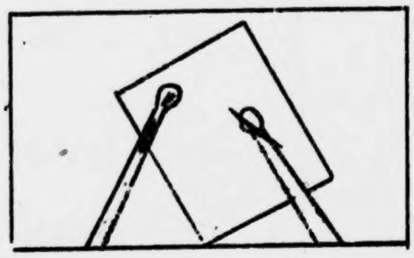
Proper alignment and slant

By good sitting position

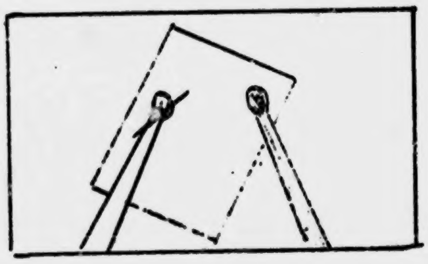


By correct position of paper

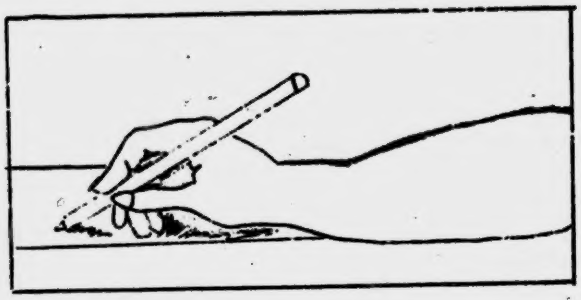
Right-handed writers tilt the paper toward the left so that the writing arm is perpendicular to the lines on the paper.



Left-handed writers tilt the paper toward the right so that the writing arm is perpendicular to the lines on the paper.



By proper grasp of the pen or pencil



By individual help

Teacher should continually examine writing with the child for causes of defective writing.

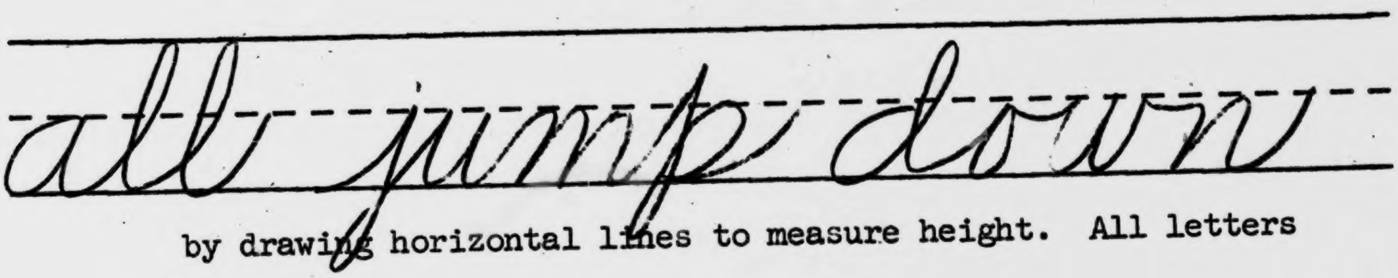
Determine practice to overcome weakness.

Make sure the child starts out correctly.

Show how to evaluate his own writing.

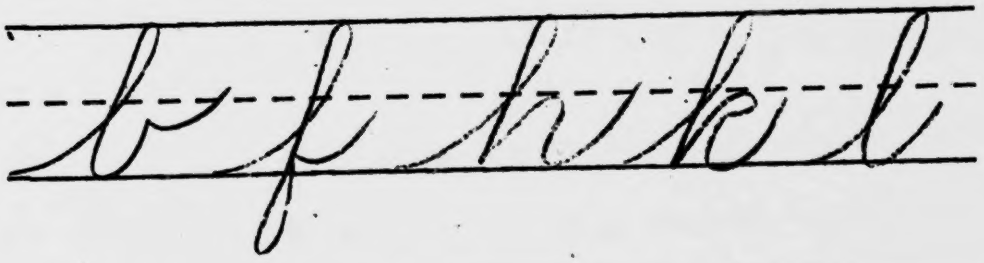
Work with small groups that show similar weaknesses.

Check alignment

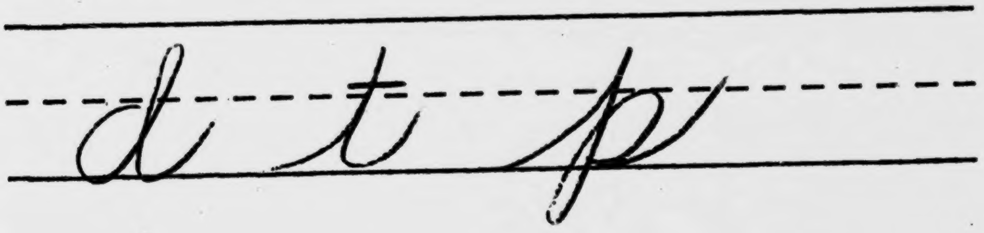

all jump down

by drawing horizontal lines to measure height. All letters rest on the base line.

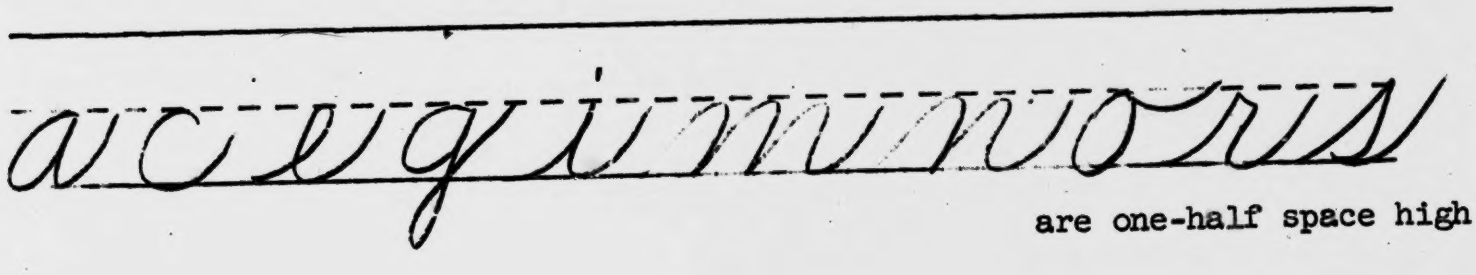
Check letter size



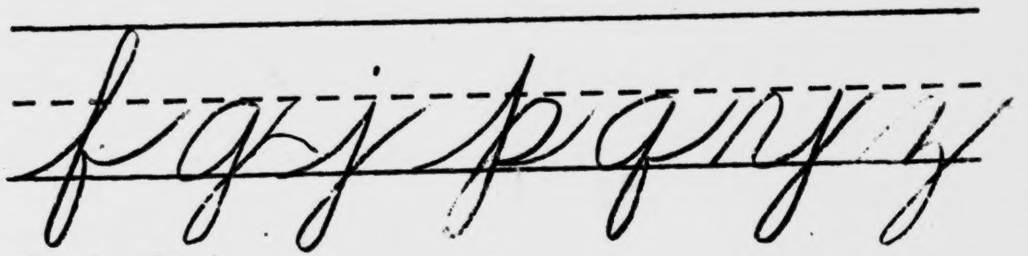
are one space high



are not quite one space high (about two-thirds of the space)

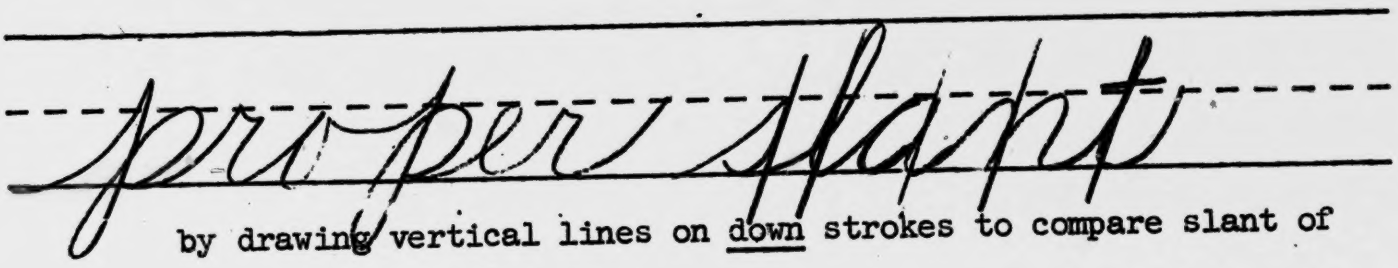

a c e g i m n o r s

are one-half space high



extend below the base line

Check slant


proper slant

by drawing vertical lines on down strokes to compare slant of letters, lines will be parallel when slant is consistent.

All children will not develop the same slant. Each will tend to develop a natural slant of his own.

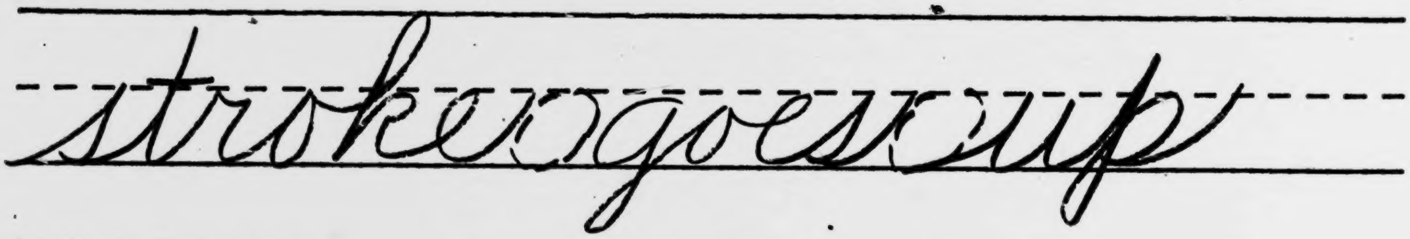
Left-handed children may develop a reverse or vertical slant. This should be accepted.

Consistent slant increases legibility.

Check spacing

It is important to legibility.

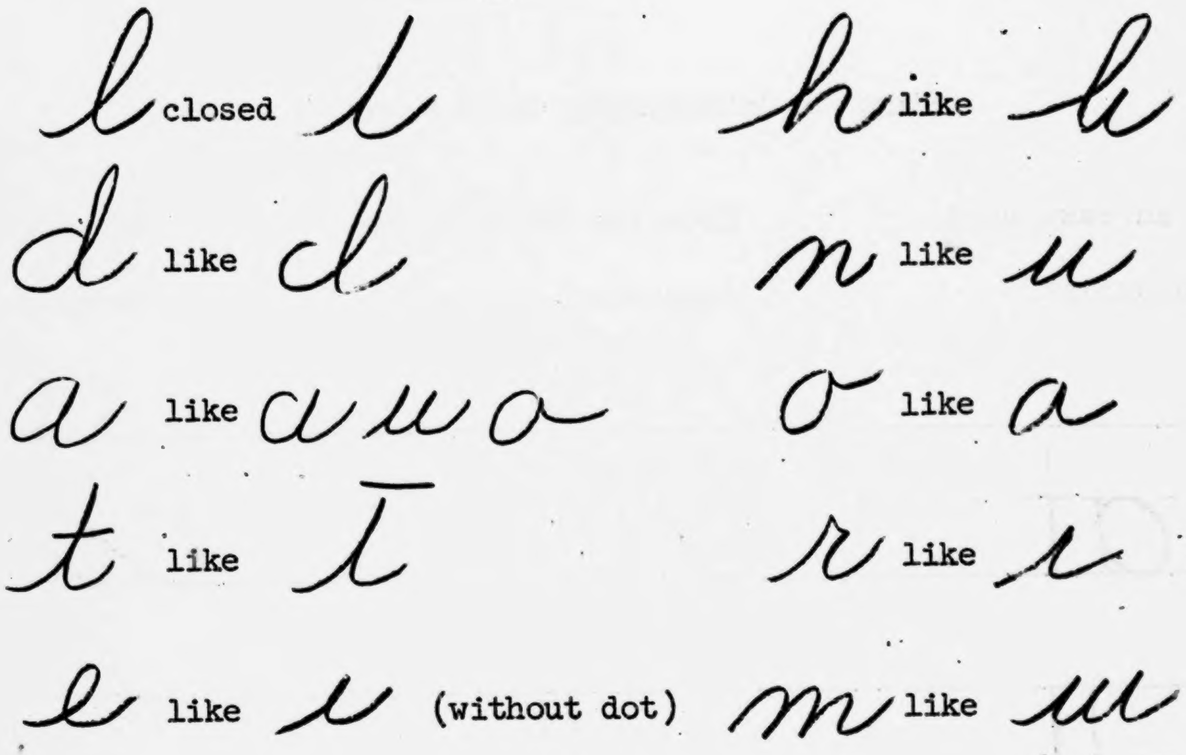
Spacing between two letters is controlled by the ending stroke, one letter the beginning stroke of the next. Ending strokes are as tall as the shortest letters.



Letter formation

In manuscript writing errors occur most frequently in letters, a, e, g, m, q, y, r and z.

In cursive writing errors occur most frequently in letters, a, e, r, and t. During the period of transition call attention to manuscript letters that do not easily connect with other letters. b, e, f, k, r, s, and z.


l closed l
d like cl
a like a u o
t like l
e like i (without dot)
h like li
n like u
o like a
r like i
m like ui

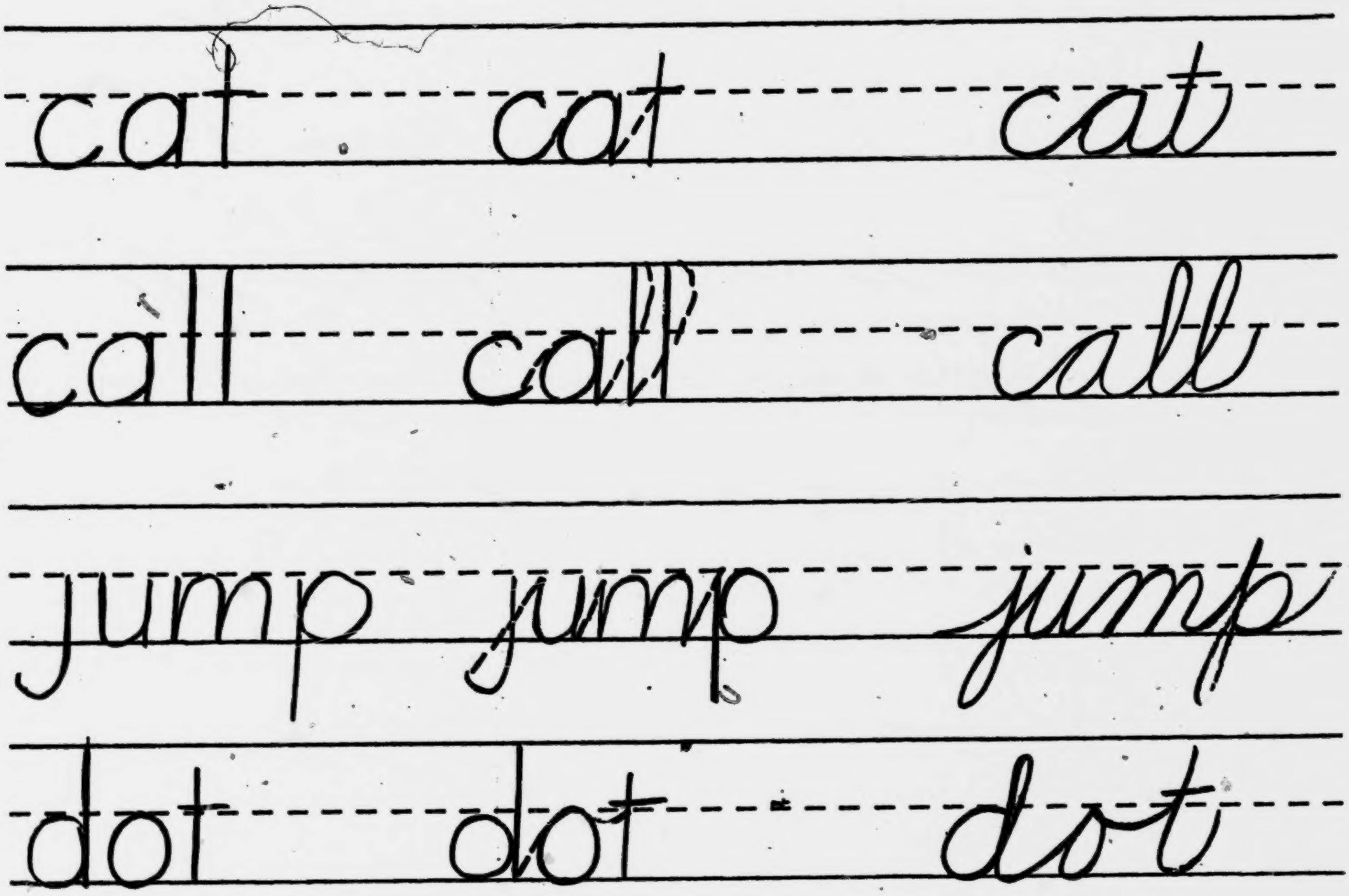
Remember - letter formation is the most important factor of legibility.

Steps in Introducing Cursive Writing

Write an easy word in manuscript.

Show how letters are connected.

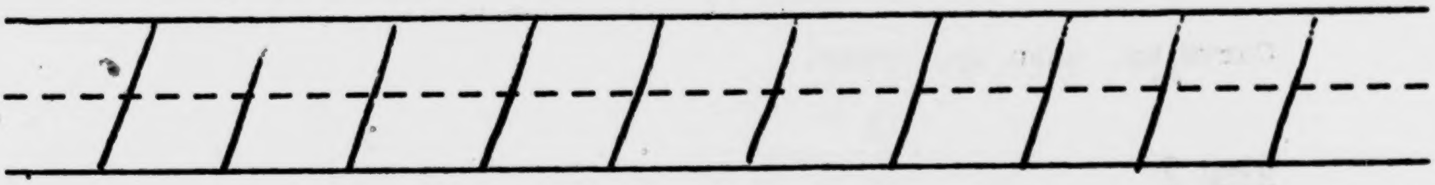
Show paper position to obtain desired slant



It is desirable to present very easy material for the first few lessons. The small letters are learned first. Use as many writing periods as are needed to practice a stroke, a letter, a group of letters, or a word.

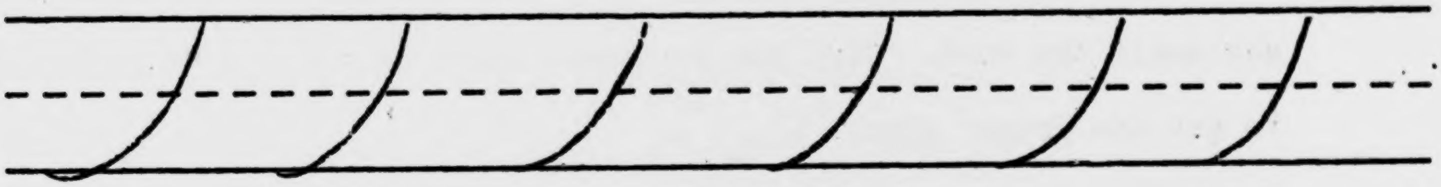
Comparison should be made between the two alphabets. Pupils should notice that b, e, f, k, r, s, and z cannot be joined unless changes are made in letter formation.

Step 1



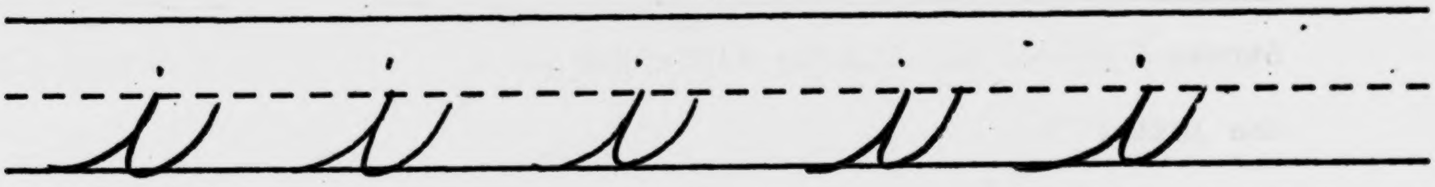
Start slant line at top and stop at bottom. Allow children as much practice as they need to make it correctly.

Step 2



Practice stroke 2. Start at bottom line and curve upward. Children should practice this until they can do it free and easily.

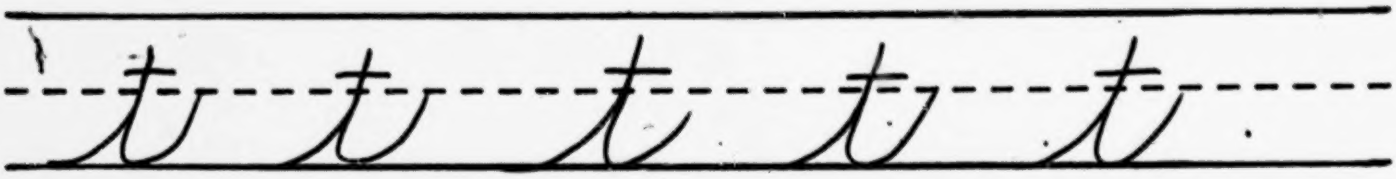
Step 3



Strokes 1 and 2 joined. Give much practice in joining strokes 1 and 2. Start at bottom line and curve upward, straight down almost to the line and with a short curve upward to line.

Curve up, down up, dot.

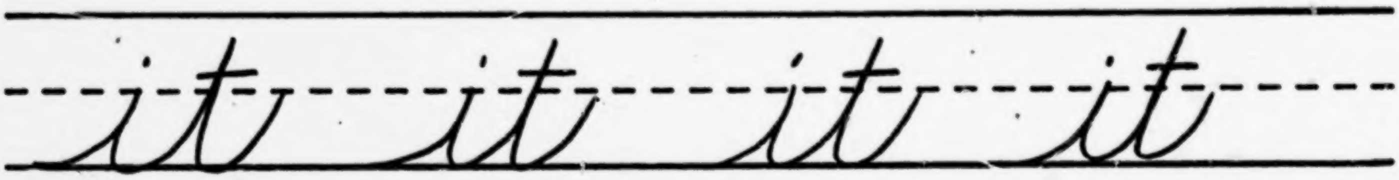
Step 4



Strokes 1 and 2 made a little taller and crosses just above the line.

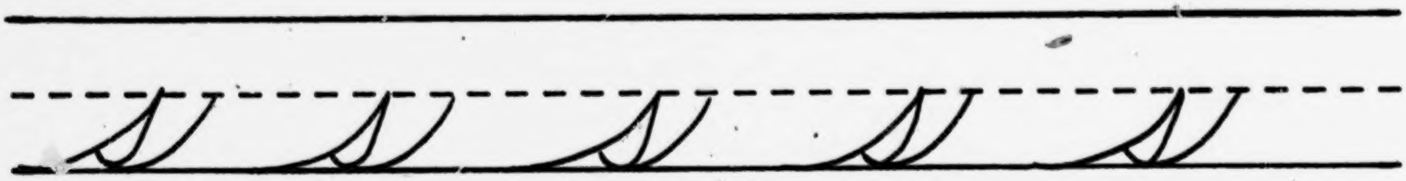
Curve up, down up, cross.

Step 5



The letters "i" and "t" can now be used to write a word. Have pupils say and spell the word. Give the children plenty of time to practice this word to get the proper slant.

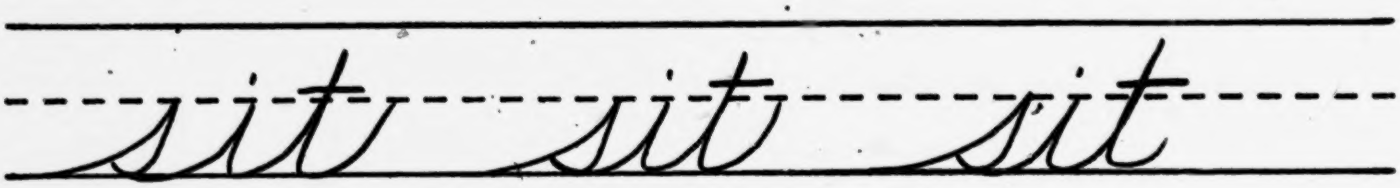
Step 6



Stroke 2 placed in slightly different positions joined correctly will make the letter "s".

Curve up, back, up

Step 7



Children may say and spell the word sit after the teacher has demonstrated how it is written.

Step 8

is is is is

is it is it

Have children say and spell is. Practice writing the word. Practice it.

Step 9

u u u u u

Strokes 1 and 2 make the letter "u".

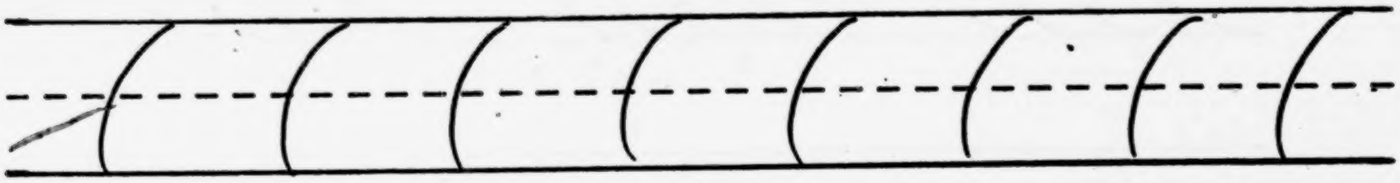
Curve up, down up, down up.

Step 10

us us us us

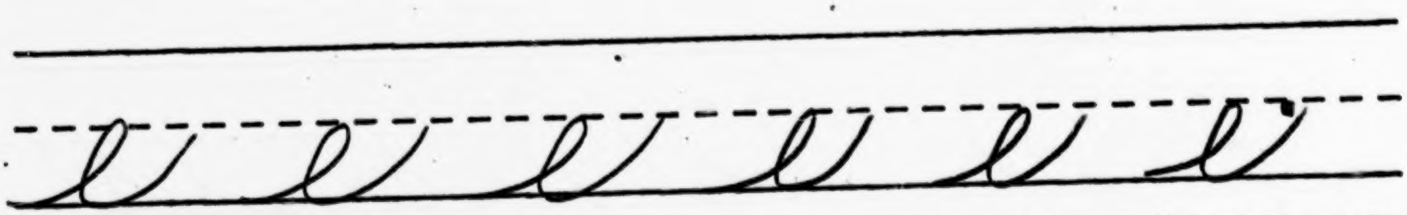
Children say and spell the word us. Write us.

Step 11



Practice stroke 3. Start on top line, make a left curve down to bottom line.

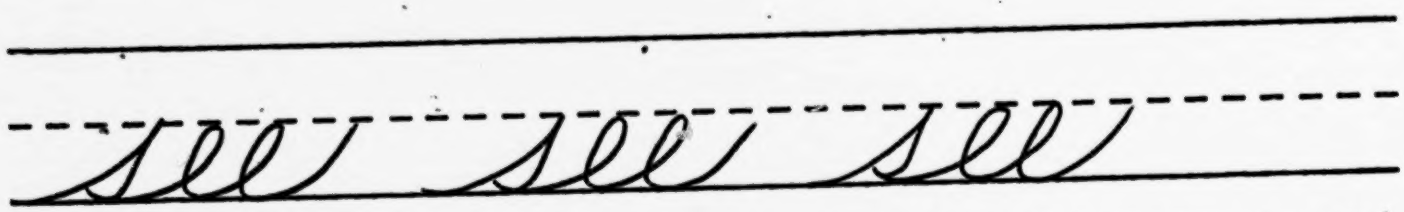
Step 12



Give children opportunity to practice until a good letter "e" can be made.

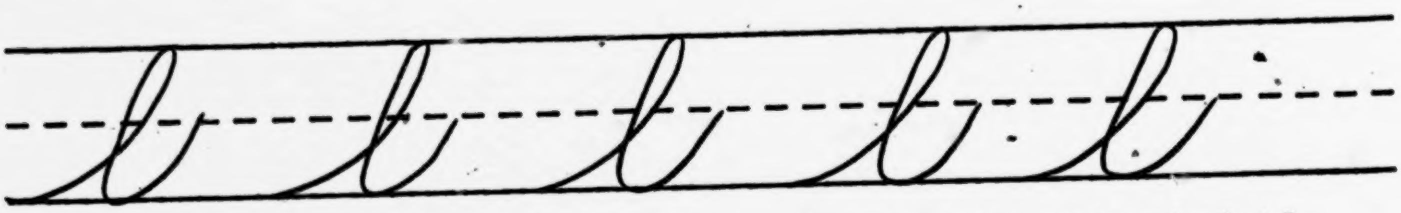
Curve up around up.

Step 13



Practice the letter "e" in see. Other words to be used here are use, set, tie and suet. Two of the words could be used for one writing period.

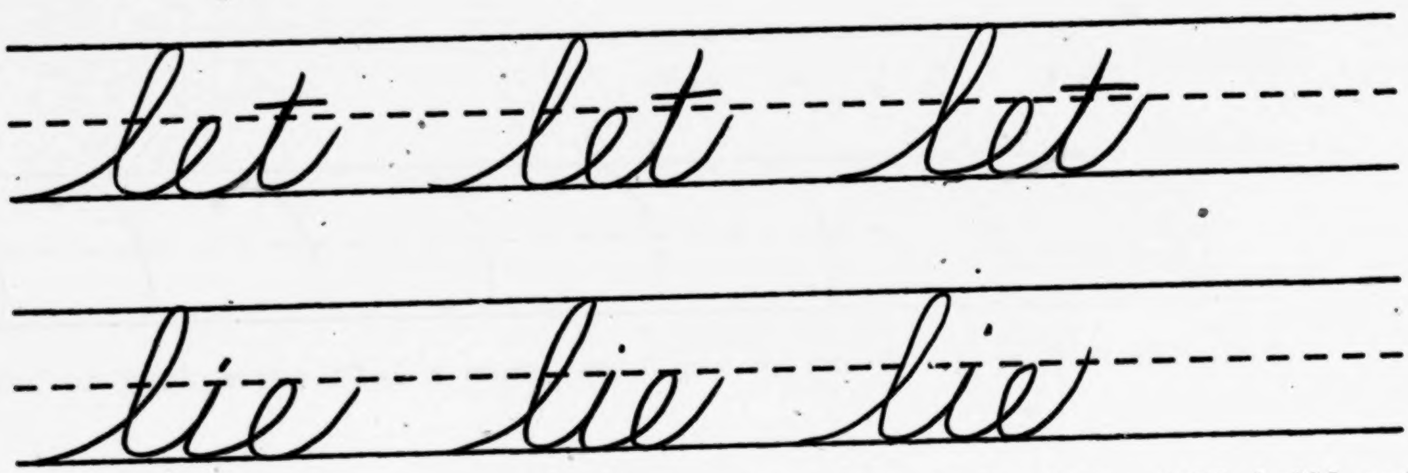
Step 14



In the "l", stroke 2 is made tall and connected with a tall stroke 1.

Curve way up down up.

Step 15


let let let
lie lie lie

Use the letter "l" in such words as sell, tell, lest, list, till, sill and little.

Step 16

a a a a a at

Small "a" begins with a stroke 3 made downward.

Around up, down up.

Step 17

all all all all

sat sat sat

Use the letter "a" in such words as ate, eat, seat, tea, and as.

Step 18

n n n n

Small "n" starts with a left curve upward.

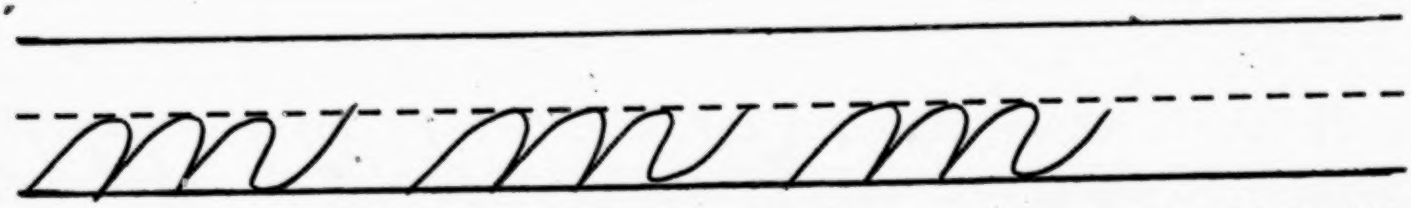
Over, over up.

Step 19

in in in

Use the letter "n" in such words as net, nine, and ten.

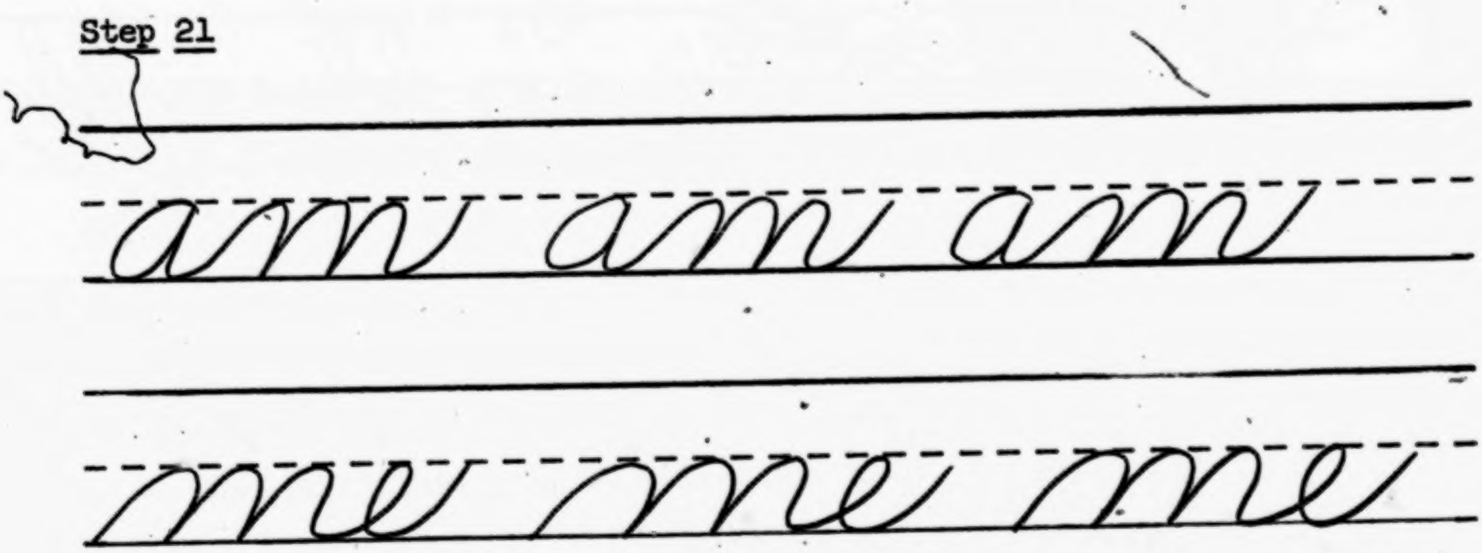
Step 20



The small "m" starts with a left curve upward. Each stroke should be the same slant.

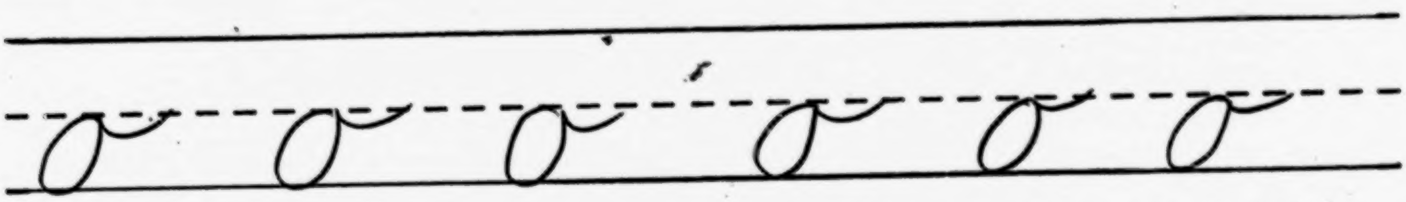
Over, over, over up.

Step 21



Use the letter "m" for practice with such words as me, man, name, main, mean, mail, and miss.

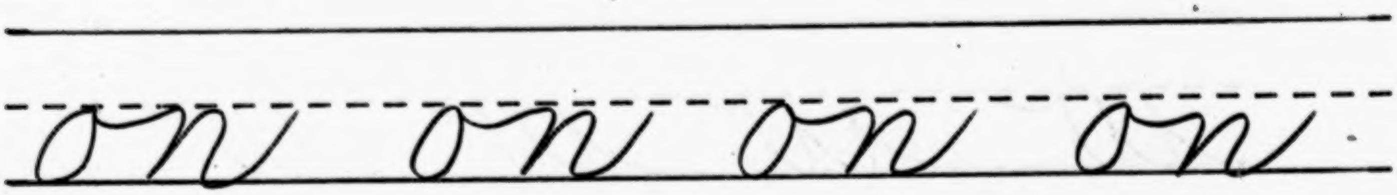
Step 22



The small letter o" is made up of a combination of strokes 2, 3 and 4. Emphasize the importance of keeping the last stroke up.

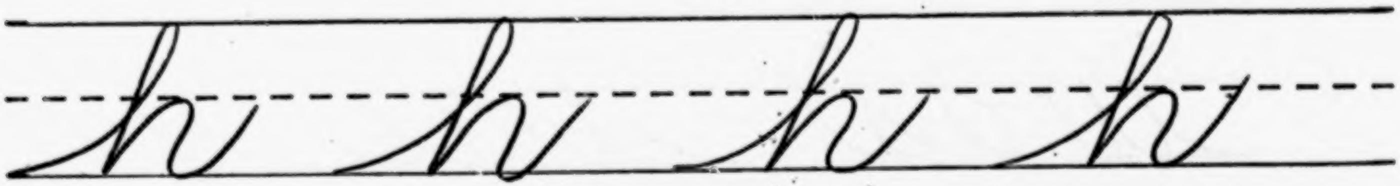
Around up, swing.

Step 23



Use the letter "o" in practicing such words as no, not, none, toe, to, tone, onto, and one.

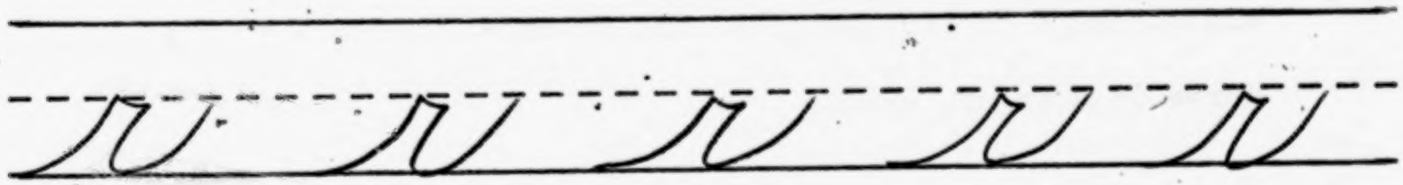
Step 24



To make the small "h" we use the first part of an "l" and the last part of an "n". Words for practice are her, him, he, hat, ham, hen, hill and has.

Curve up down, over up.

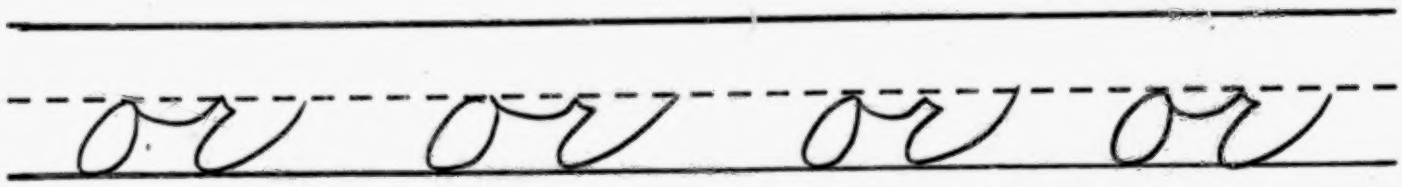
Step 25



The small "r" is made up of strokes 2, 4 and an under turn. Give much practice with this letter.

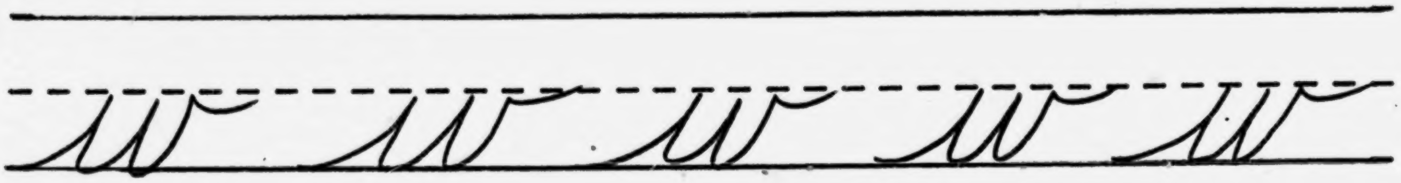
Curve up, curve down to the line, curve up.

Step 26



Words for practice using "r" are her, ran, run, ear, are, here, and rest.

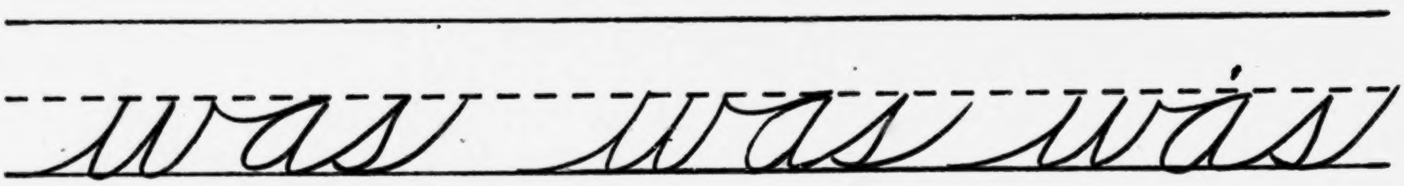
Step 27



Add stroke 4 (swing stroke) to small "u" and it makes the small w".

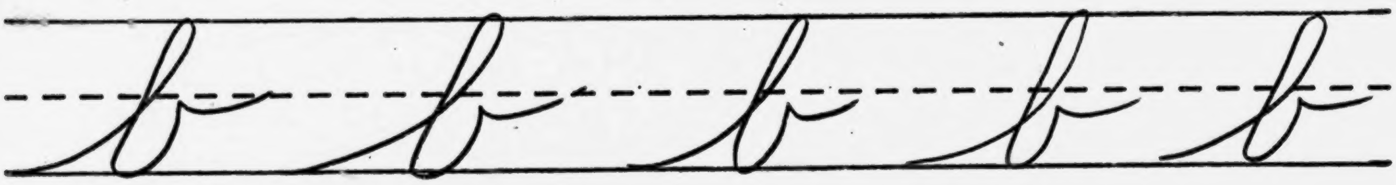
Curve up, under, under, swing.

Step 28



Words for practice usine w" are we, were, went, saw, wee, new, and awe.

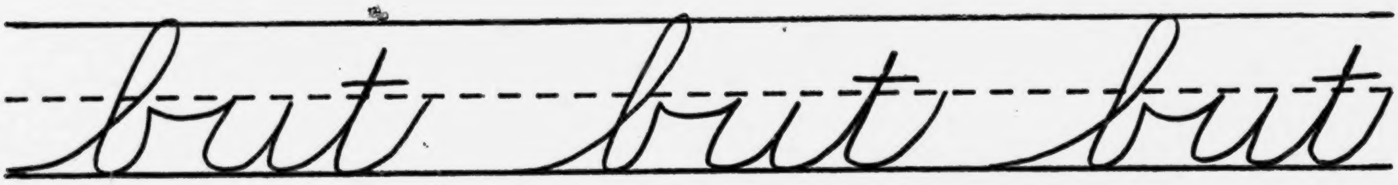
Step 29



Add stroke 4 to the small "l" and it makes the letter "b".

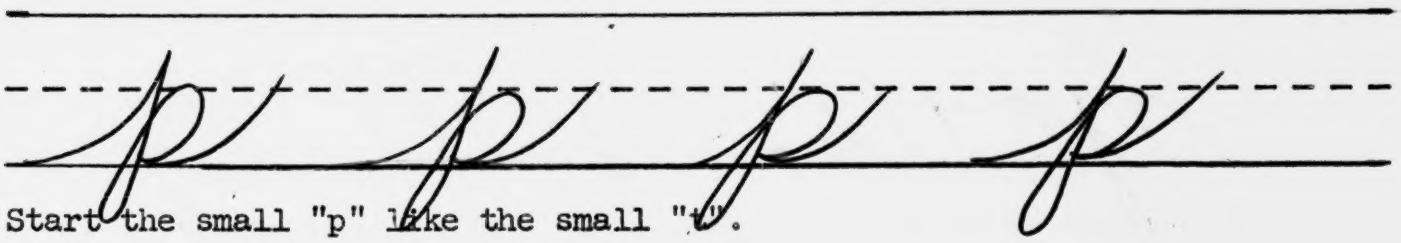
Curve up down up, swing.

Step 30



Words for practice are be, bat, been bear, bill, and ball.

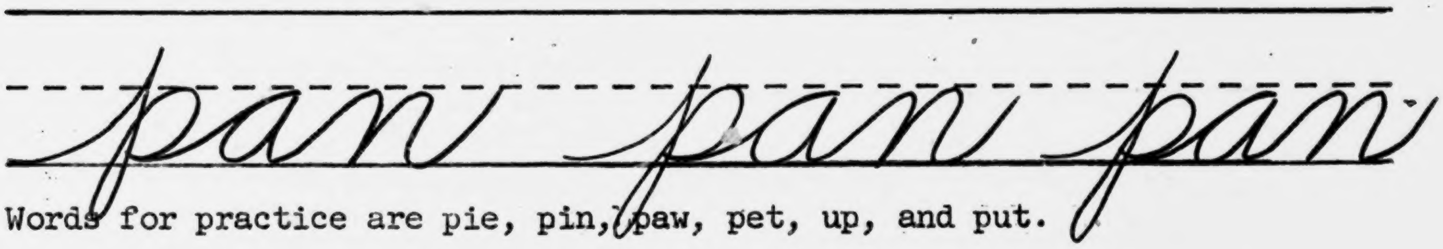
Step 31



Start the small "p" like the small "t".

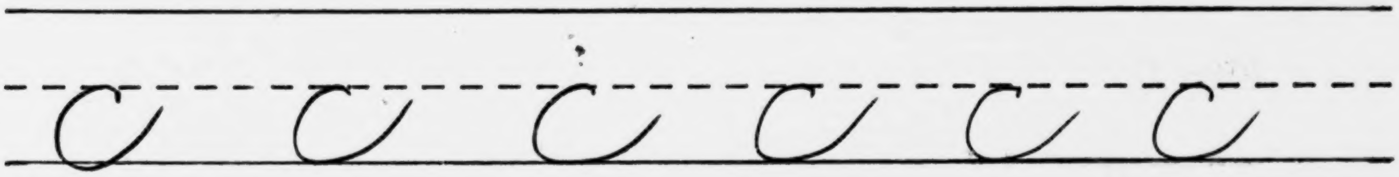
Curve up, down up over tie, up.

Step 32



Words for practice are pie, pin, paw, pet, up, and put.

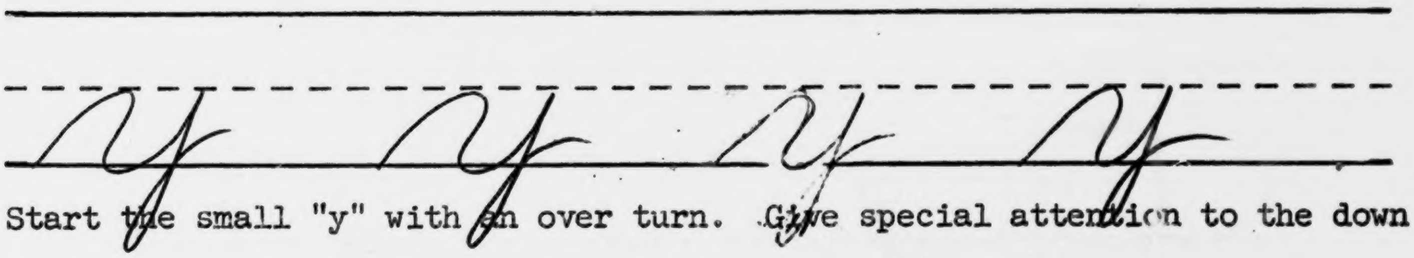
Step 33



Start the small "c" with a dot.

Dot, around up.

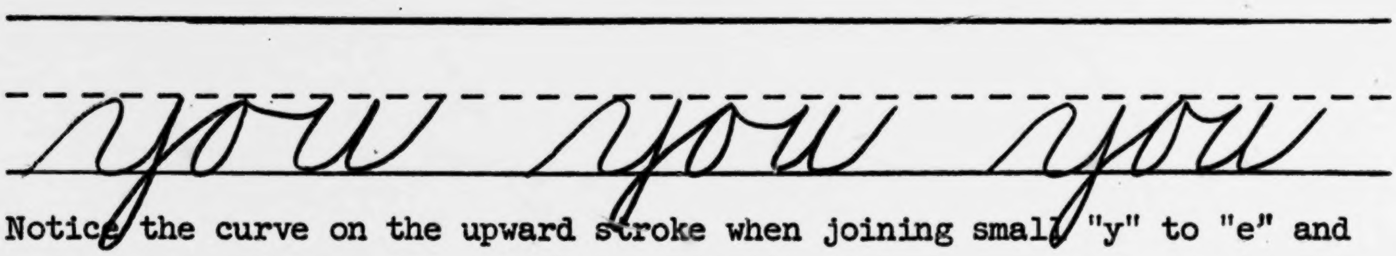
Step 34



Start the small "y" with an over turn. Give special attention to the down loop.

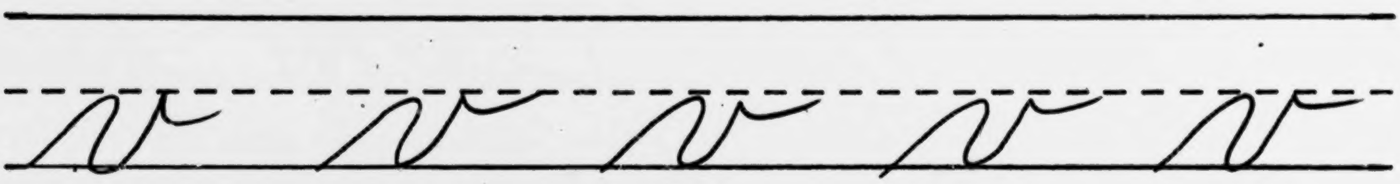
Over up, down up.

Step 35



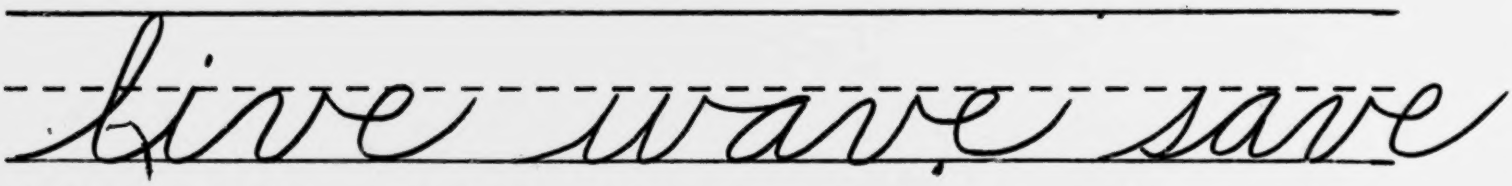
Notice the curve on the upward stroke when joining small "y" to "e" and the slightly different upward stroke when joining small y" to "o". Words for practice are yet, your, why, say and may.

Step 36



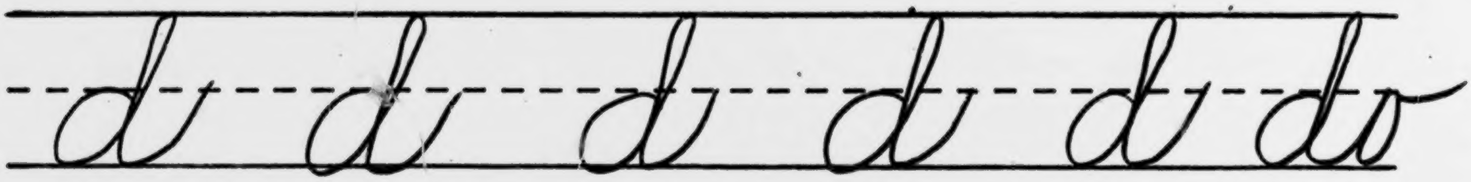
To make the small "v" drop the down loop in the letter "y" and add stroke 4. Over up, swing.

Step 37



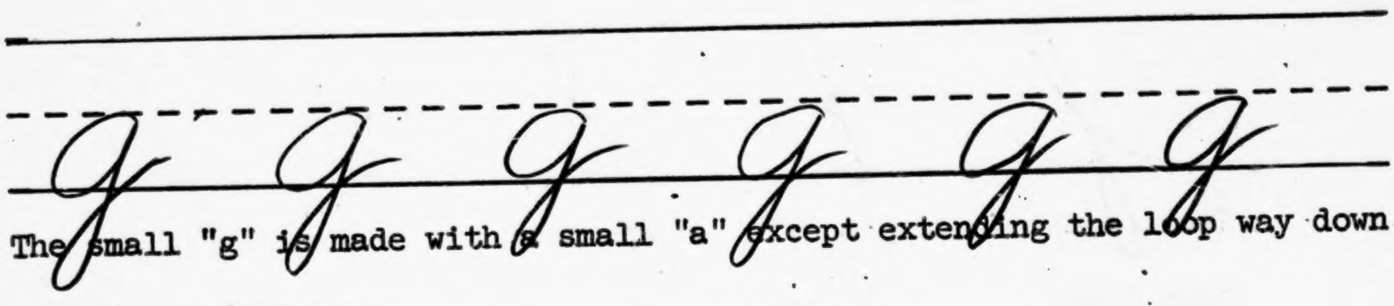
Words for practice using "v" are live, wave, save and very. Curve up down, over up.

Step 38



A small "d" begins with stroke 3 then add small "l". Around up down up.

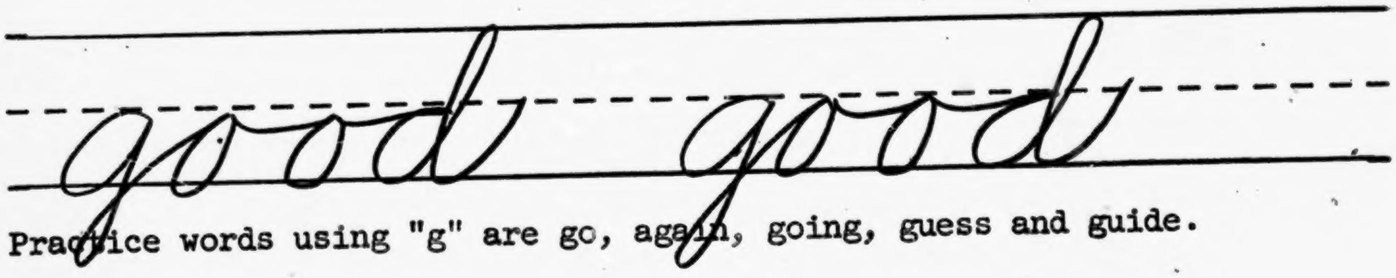
Step 39



The small "g" is made with a small "a" except extending the loop way down.

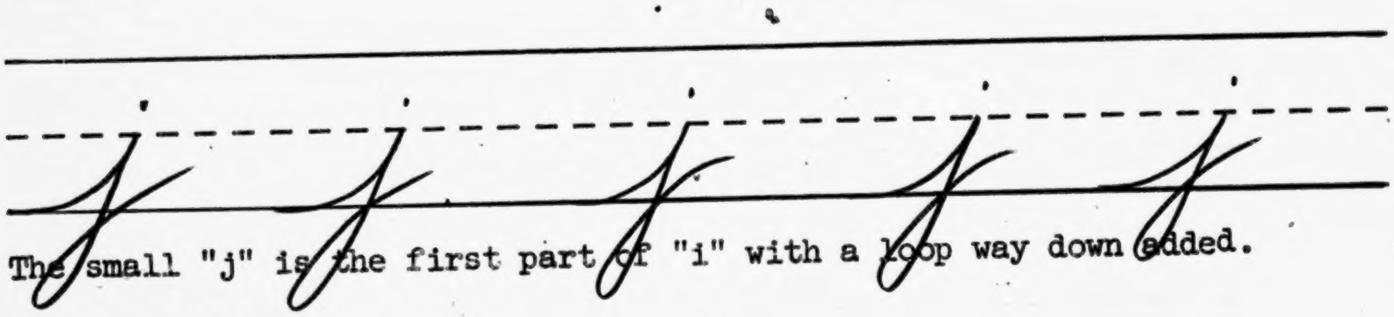
Around up, down up.

Step 40



Practice words using "g" are go, again, going, guess and guide.

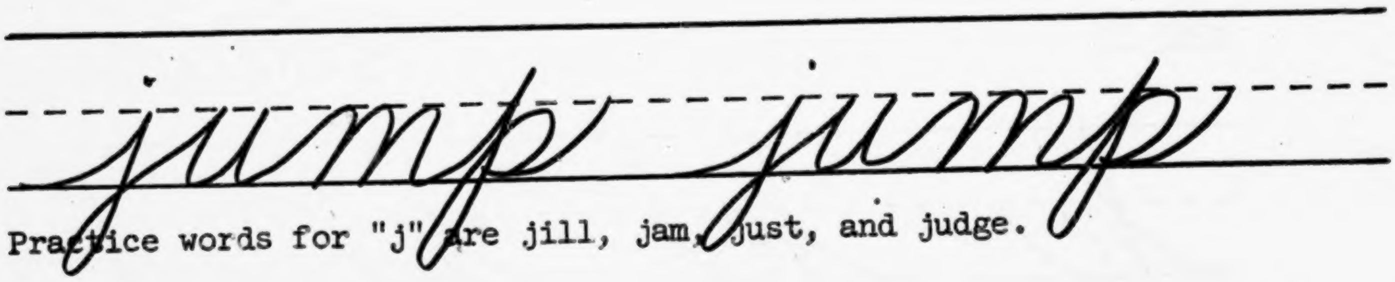
Step 41



The small "j" is the first part of "i" with a loop way down added.

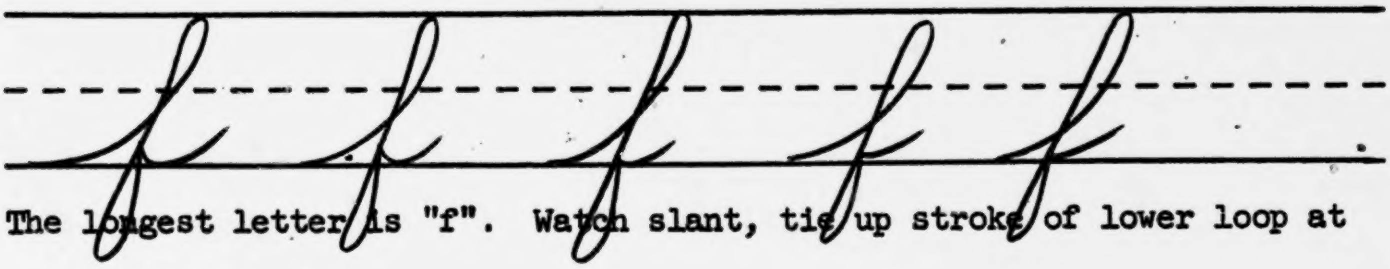
Curve up, down up.

Step 42



Practice words for "j" are jill, jam, just, and judge.

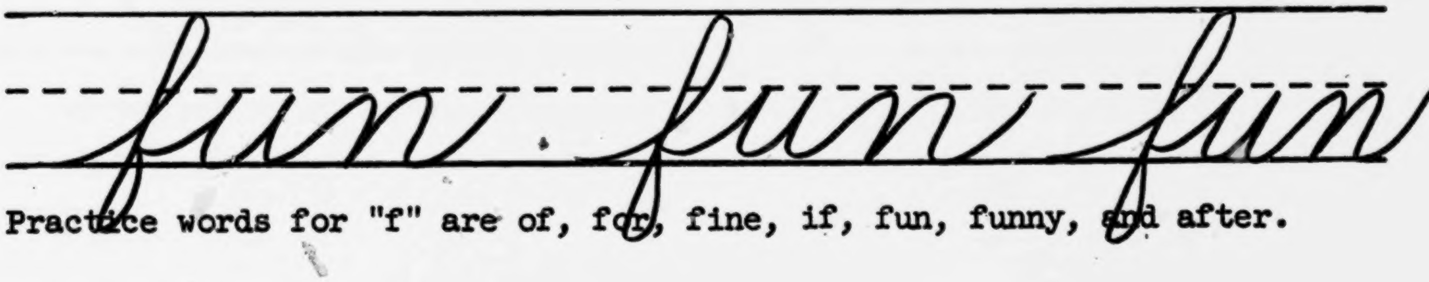
Step 43



The longest letter is "f". Watch slant, tie up stroke of lower loop at base line.

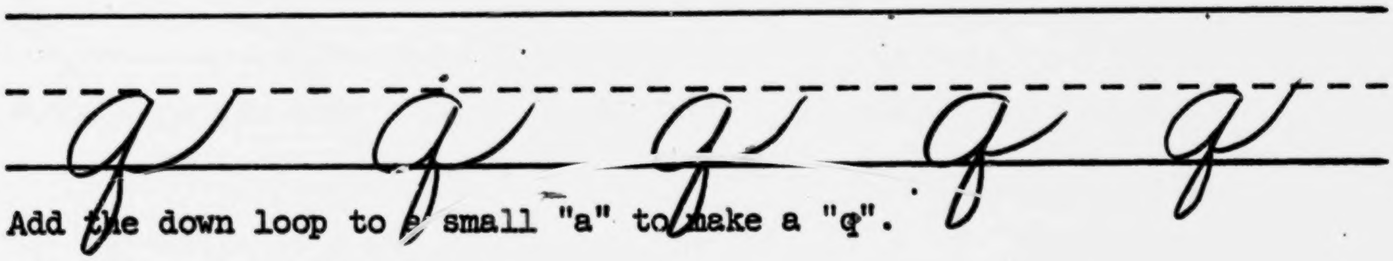
Curve way up down up, tie, up.

Step 44



Practice words for "f" are of, for, fine, if, fun, funny, and after.

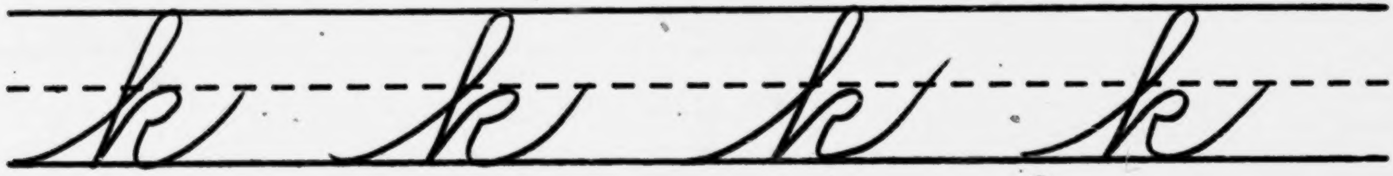
Step 45



Add the down loop to a small "a" to make a "q".

Around up, down up, tie, up.

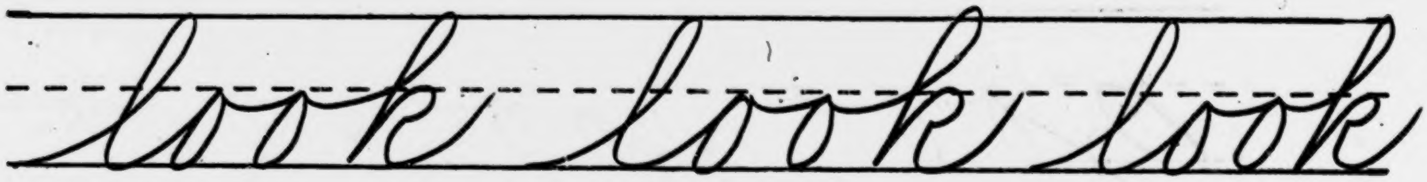
Step 46



Give the "k" special attention. Analyze each stroke.

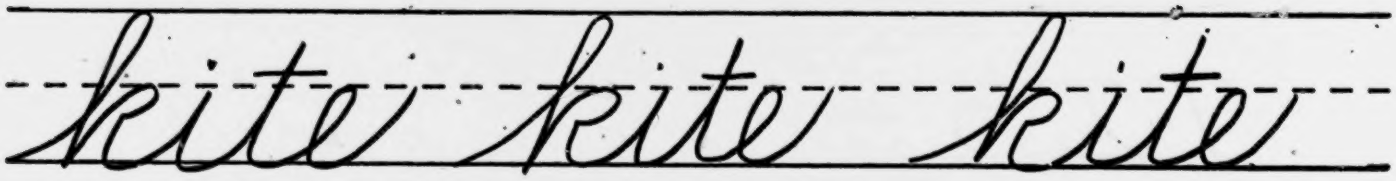
Curve up, over stop, down up.

Step 47


look look look

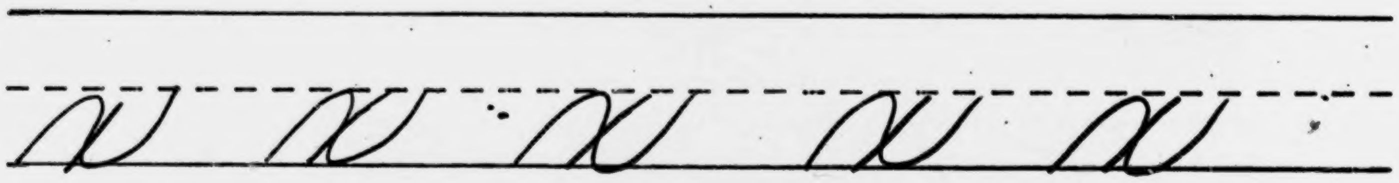
Practice words for "k" ask, book, cook, and take.

Step 48


kite kite kite

Further words for practice: kitten, think, bake.

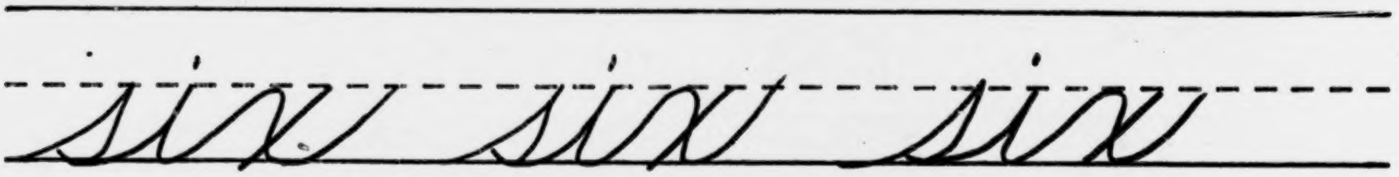
Step 49



Small "x" is made with an over turn and a slanting stroke added.

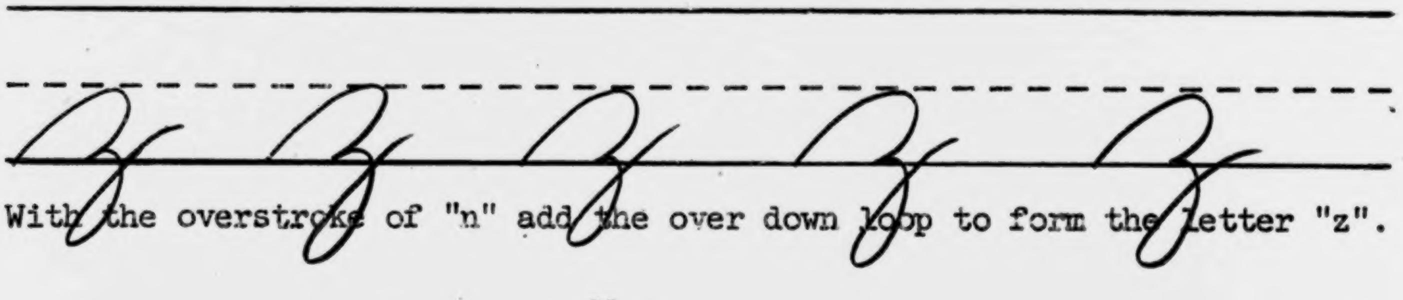
Over up, cross.

Step 50



Words for practice with "x" are axe, excellent.

Step 51



With the overstroke of "n" add the over down loop to form the letter "z".

Step 52

zoo zoo zoo

Practice word zebra.

Step 53

1 2 3 4 5 6 7 8 9 0

Capital Letters

Step 54

O O O O O O

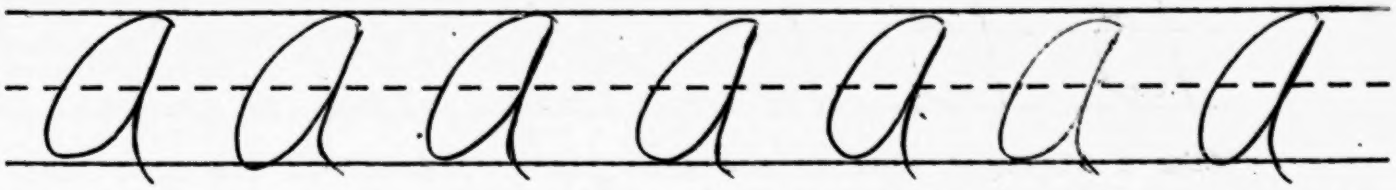
Start with an oval. Rest oval on base line, make a loop and connect with the first part of the letter. End with the under curve, "Stroke 4".

Step 55

C C C C C C

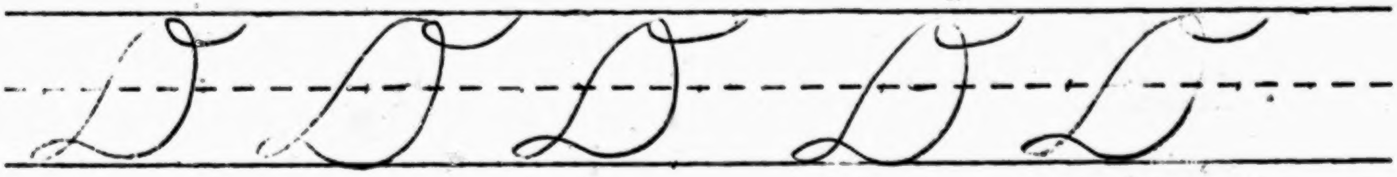
Make a loop and swing for an oval. Rest letter on the base line. Complete with up swing the height of a small letter.

Step 56



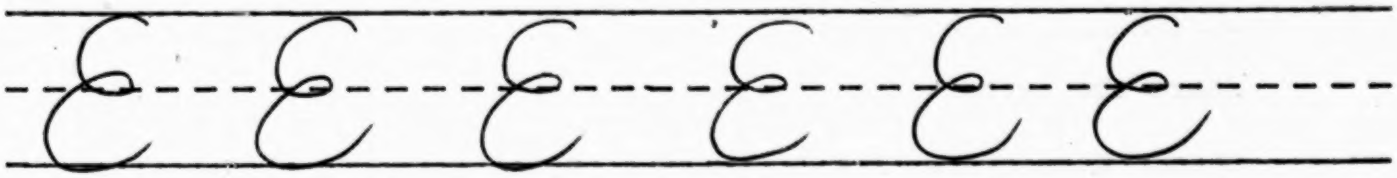
Use the left curve downward, "Stroke 3". Start with a full curve to the left. Turn on the base line, swing oval to the top of the letter. Retrace part way down. Complete with downward stroke, crossing the base line.

Step 57



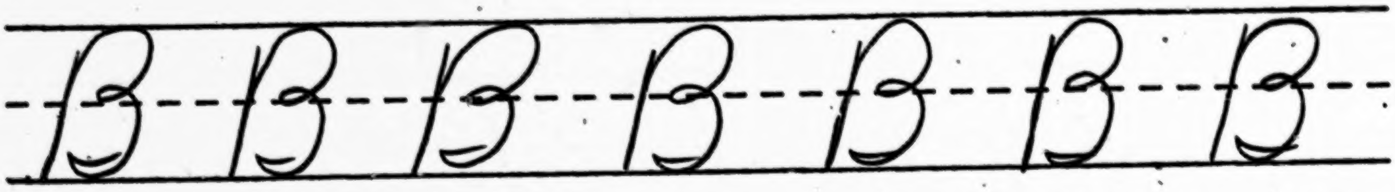
Begin letter with a slight curve and good slant to the base line. Make a small loop, standing upright touching the base line. Rest oval part on the base line. Continue with an upstroke, tying with an open loop. End with the under curve, "Stroke 4".

Step 58



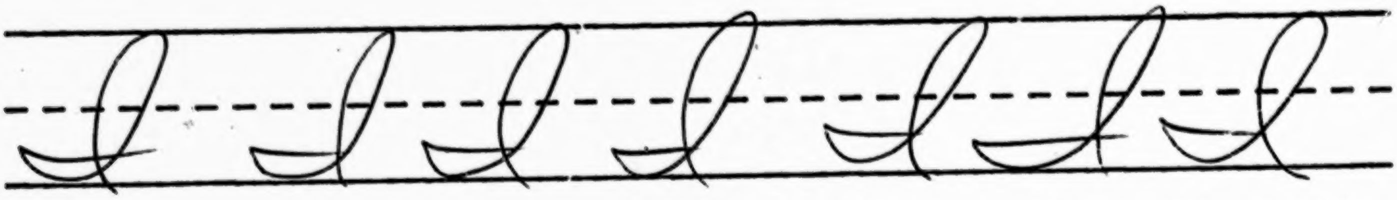
Begin with a dot. Use the left curve downward, "Stroke 3". Make back round, keep it on a slant. Center loop should be at right angle to the slant line. Rest letter on base line. Complete with up swing the height of a small letter.

Step 59



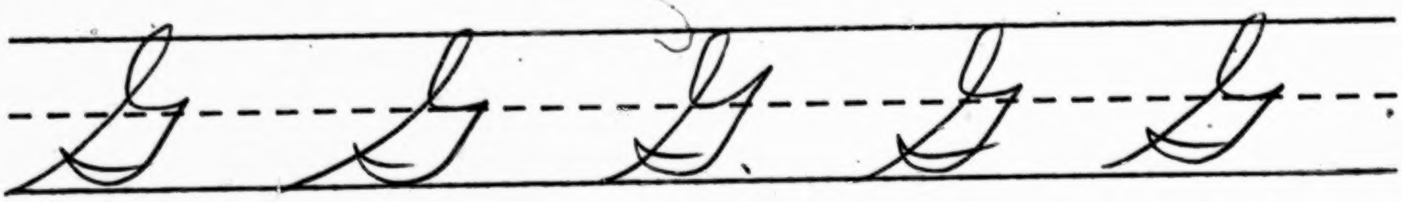
Make a striaght line to the base line. Retrace on straight line. Swing out with an oval. Make an open loop half the height of the letter. Make an oval resting on the base line. Finish with a boat swing.

Step 60



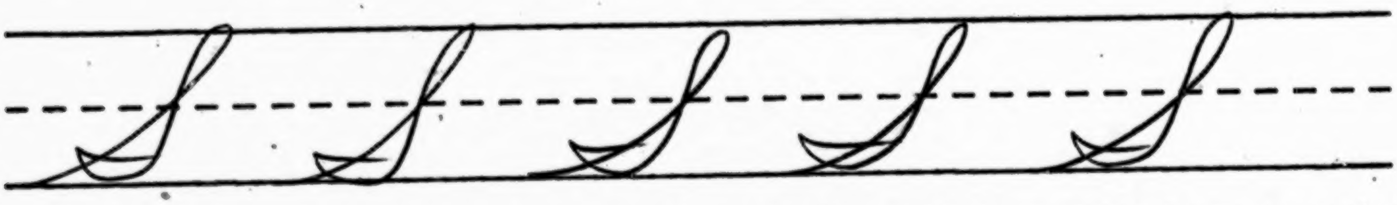
Begin with an up-push to the left from below the base line. Make a nice curved upstroke to the left. Keep back straight to the base line. Curve left. Finish with a boat swing.

Step 61



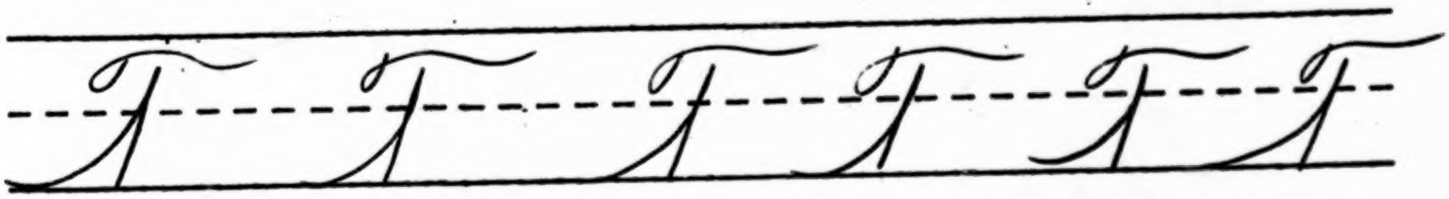
Start the letter on the base line with an upcurve. Make loop at the top open. Make a deep curve. Make a curved downward stroke - rest it on the base line. Make a boat swing.

Step 62



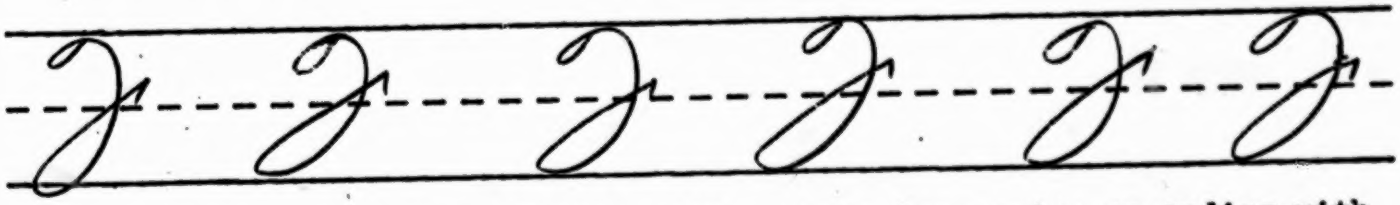
Begin on the base line with a curved upstroke. Make an open loop crossing it half the height of the letter. Make an oval, resting it on the base line. Swing up and finish with the boat swing.

Step 63



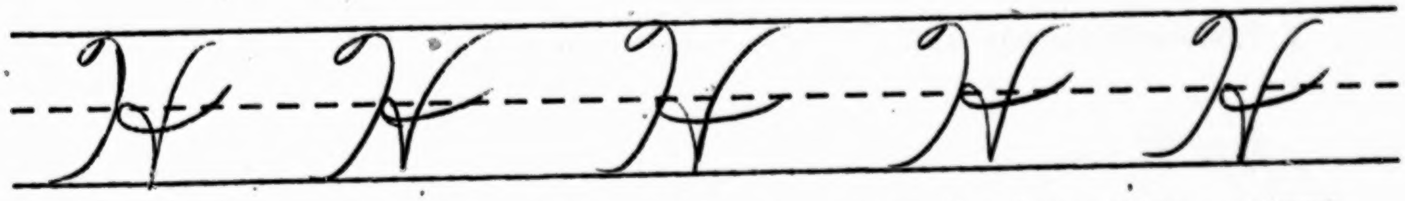
Begin with a swing upward from the base line. Finish this part of the letter with a straight line to the base line. Second part of the letter begins with a loop. Keep loop open. Finish with a graceful double curve.

Step 64



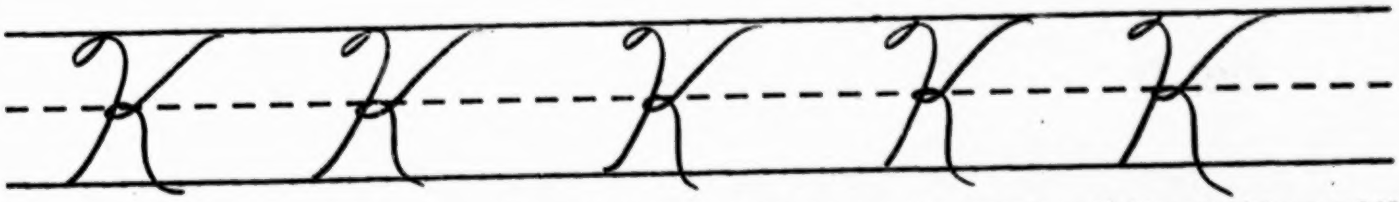
Start with a cane stroke. Follow with a large loop swing up ending with a dot.

Step 65



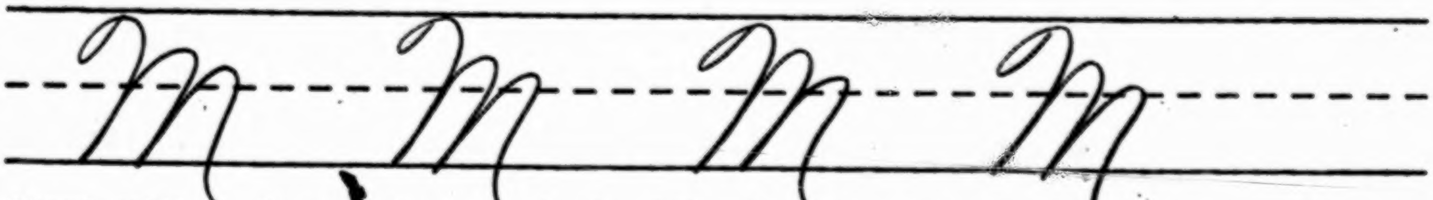
Start with a cane stroke. Bring first stroke to the base line. Start second part of the letter with a slight curved downward stroke to the base line. Retrace and make a loop tying it to the center of the cane stroke. End with an upswing.

Step 66



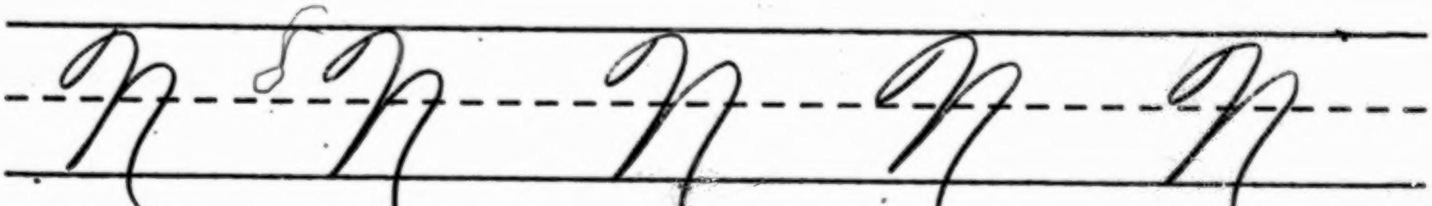
Start with a cane stroke like the H. Start second part of the letter with a double curve. Make a loop and tie in the center of the cane stroke. Make a double curve letting the ending stroke cross the base line.

Step 67



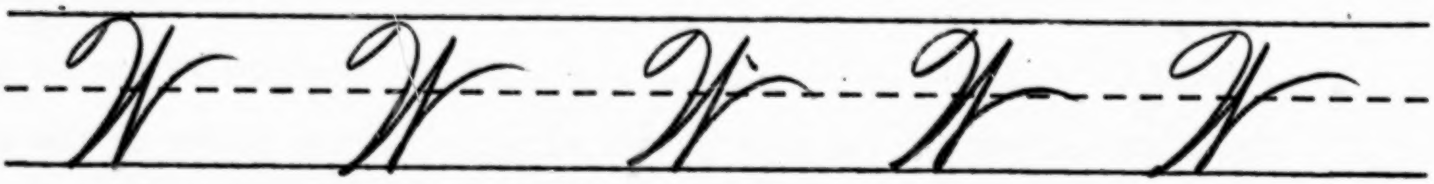
Start with a downward cane stroke like the H. Retrace almost to the top of the letter. Bring stroke down parallel to cane stroke to the base line. Retrace almost to the top and make another hump. Bring ling down parallel to cane stroke. Finish with a graceful downward stroke crossing the base line.

Step 68



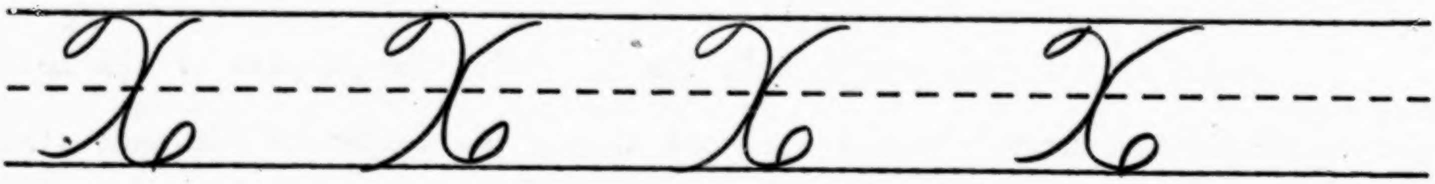
Start with a cane stroke like in the letter H. Retrace and make the hump round. Bring down line parallel to cane stroke. Finish with a graceful downward stroke crossing the base line.

Step 69



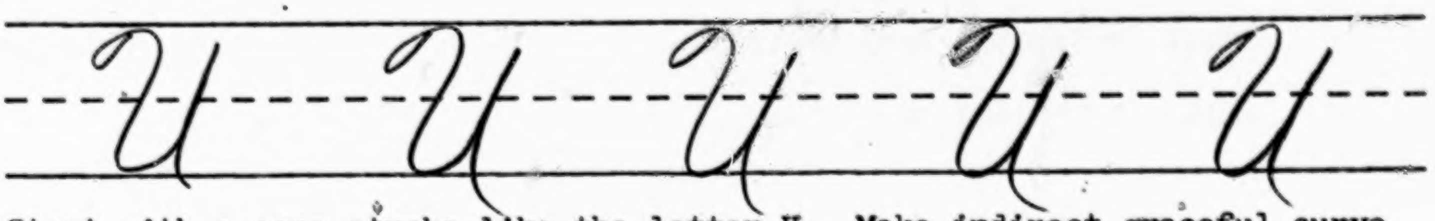
Start with a cane like the letter H. Stop at the base line. Make a curved upstroke, a little higher than the first stroke. Curve slightly to the right to the base line. Finish with an upstroke.

Step 70



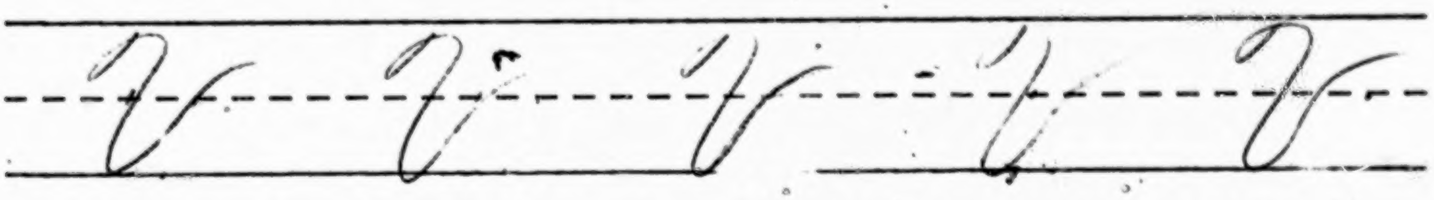
Start with a cane stroke like the letter H, bring it to the base line. Begin the second part of the letter with a reversed curve stroke touching the cane stroke at the center and bringing it to the base line. End with a loop like the first loop.

Step 71



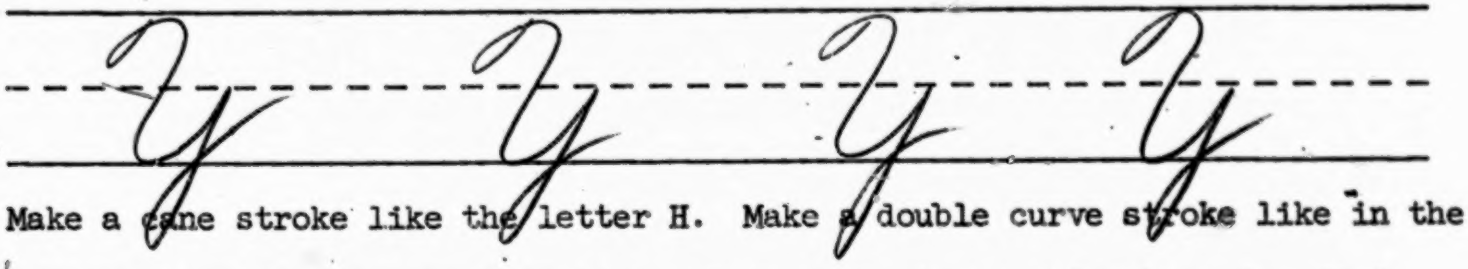
Start with a cane stroke like the letter H. Make indirect graceful curve resting on the base line. Retrace the stroke almost to the base line. Finish with a downward stroke crossing the base line.

Step 72



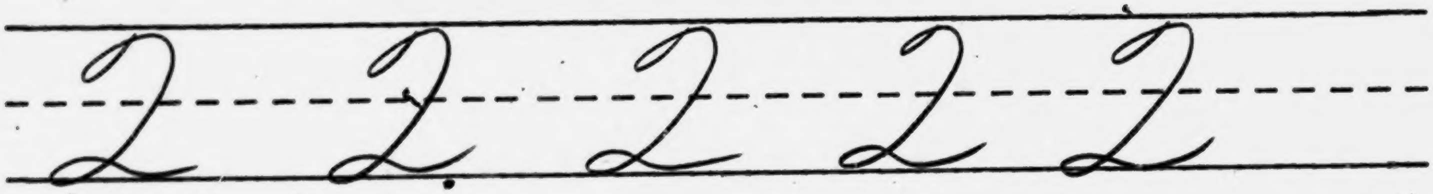
Begin with a loop like the letter H. Make a double curve to the base line. Make a double curve stroke not quite so high as beginning. End with a swing to the right.

Step 73



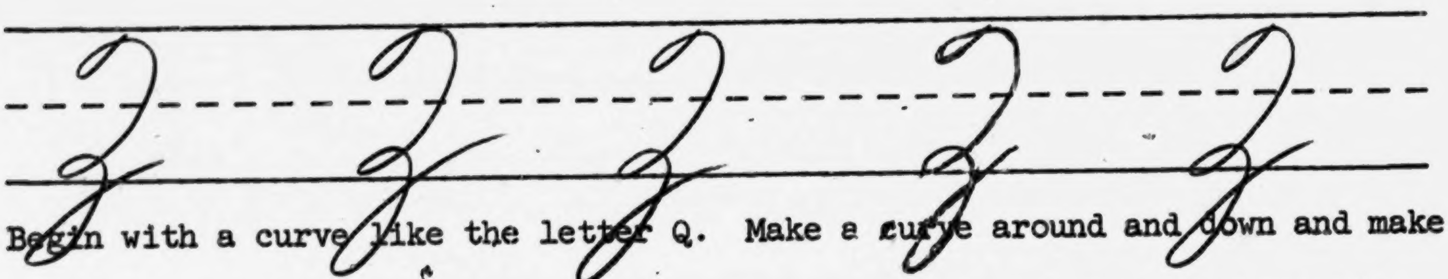
Make a cane stroke like the letter H. Make a double curve stroke like in the letter U, resting on the base line. Retrace part way and make a downward stroke extending below the base line. Make an open lower loop crossing it on the base line. End with an upsweep the height of a small letter.

Step 74



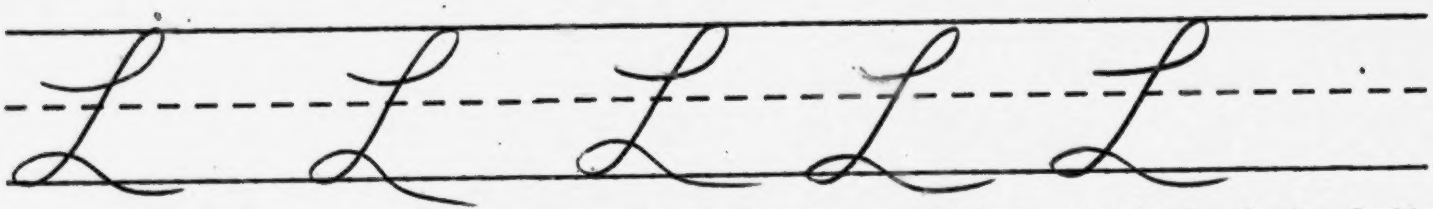
Begin with a loop like in the cane stroke. Make an oval downstroke. Make a small horizontal loop resting on the base line. Finish with a double curve ending below the base line.

Step 75



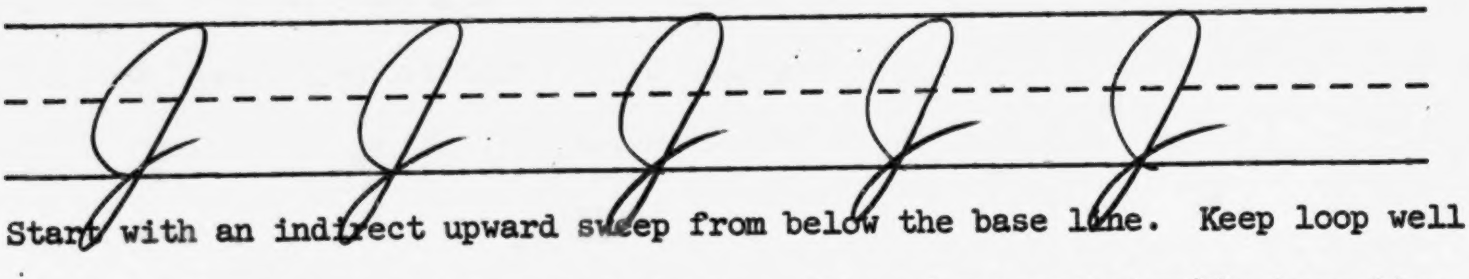
Begin with a curve like the letter Q. Make a curve around and down and make a small open loop on the base line. Make an open loop below the base line. Finish with an overstroke the height of a small letter.

Step 76



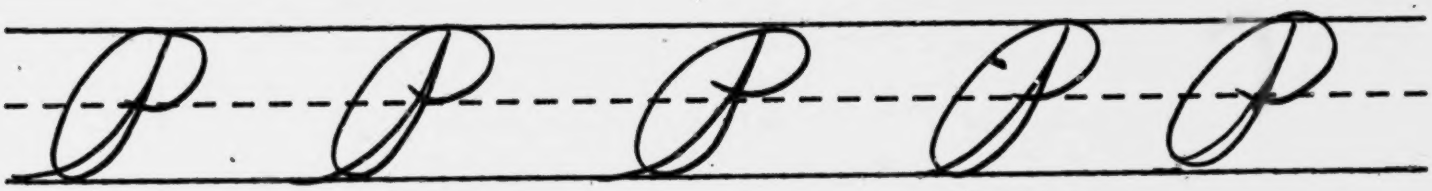
Begin the letter L with an underswing about one-half the height of the letter. Keep loop open. Make a downward double curve resting on the base. Keep loop open. Finish with a graceful curve below the base line.

Step 77



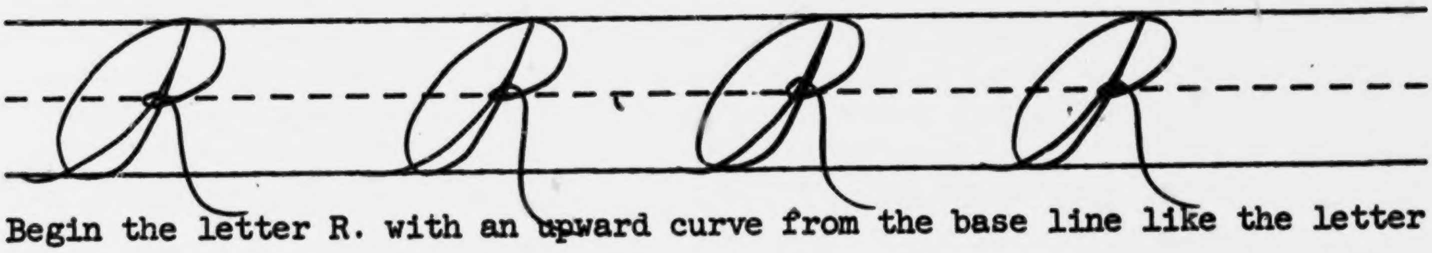
Start with an indirect upward sweep from below the base line. Keep loop well rounded. Make straight downward stroke. Make open loop below the base line smaller than the upper loop. Cross on the base line. Finish with an overstroke the height of a small letter.

Step 78



Begin on the base line with an upward stroke. Make slight retrace at the top of the letter. Swing around with a reverse oval resting on the base line. Finish by crossing the beginning stroke.

Step 79



Begin the letter R. with an upward curve from the base line like the letter P. Make a slight retrace at the top of the letter. Swing around with a reverse oval resting on the base line. Make a small loop and tie in the center of the first stroke. Finish with a downward stroke crossing the base line.

GRADES IV, V, and VI

General Information

I. INTRODUCTION

In grades 4 through 9 there should be continual growth in the students ability, both in manuscript and cursive writing. It is necessary to impress upon the student that legible handwriting is achieved by continual practice and constant evaluation in all writing situations. Generally, emphasis is on refinement. The teacher should review the material presented in grade three to determine how best to help the pupils who do not practice the recommended fundamentals.

Recommended time allotment	40 minutes per week

II. THE PREADOLESCENT AND WRITING

Children approaching adolescents are changing very markedly both physically and emotionally. Individual differences are so pronounced that no single analysis could possibly describe all children. We think of children in terms of maturity level rather than age level. Growth is taking place so rapidly that children are often fatigued, and do not have the energy to do anything. This makes them appear to be lazy. Teachers need deep understanding and a sense of humor to meet the variations within this maturity level.

Individual attention to writing needs and much variety must be incorporated into lesson planning.

III. PURPOSES

A. To develop pride and improved skill in legible writing and orderly arrangement.

B. To develop a critical attitude toward their handwriting by determining which of small letters, capital letters, and numerals need refining.

C. To retain and improve skill in manuscript writing.

D. The basic habits to control alignment, slant, letter spacing, and word spacing be restressed.

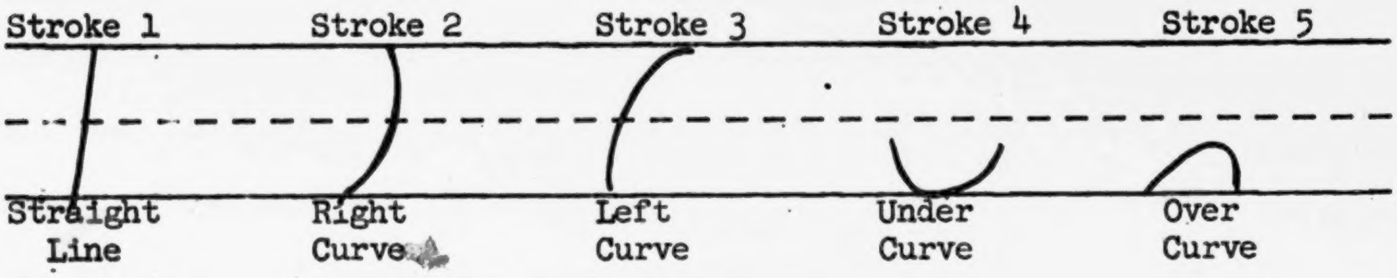
E. To integrate handwriting with other areas of the curriculum.

F. To develop responsibility for taking care of handwriting tools and materials.

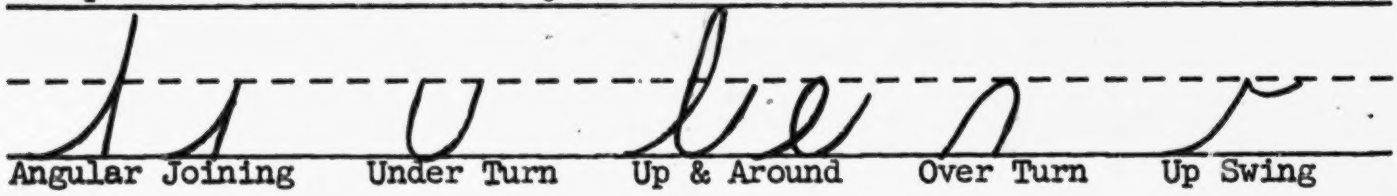
Prior to the introduction of any specific handwriting lesson in the classroom some time should be spent to acquaint the child with handwriting vocabulary.

IV. BASIC STROKES

The letters in cursive writing are made up of a combination of strokes.


Stroke 1
Straight Line
Stroke 2
Right Curve
Stroke 3
Left Curve
Stroke 4
Under Curve
Stroke 5
Over Curve

Examples of how strokes are joined.


Angular Joining
Under Turn
Up & Around
Over Turn
Up Swing

V. SUGGESTED AREAS FOR EMPHASIS

A. Positions

1. Proper sitting position

Sit straight with shoulders slightly forward.

Face the desk squarely.

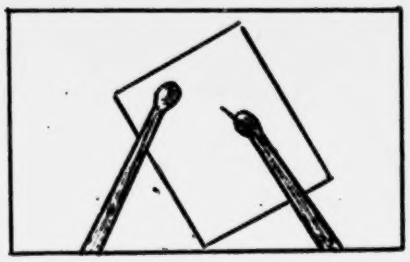
Place arms on the desk.

Plant feet on floor.

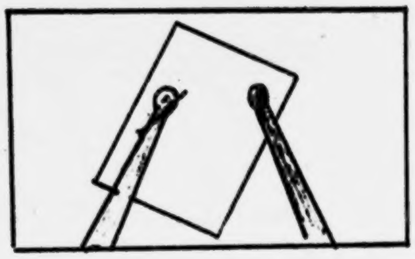
2. Position of paper

Place the paper on the desk so bottom left corner points to the center of the body.

The left-handed writer should place the paper on the desk so bottom right corner points to the center of the body.



Right-Handed



Left-Handed

3. Position of pen or pencil

The pen or pencil should be held between the thumb and index finger and should rest on the middle finger. The pencil should be grasped far enough ($\frac{1}{2}$ to 1 inch) above the point to permit the child to see what he writes without tilting of the head or hooking of the hand.

Left-handed children should hold pen at least one inch - preferably more if practical.

B. Most common letter errors

e closed i

o like a

d like cl

t cross above; like T

r like i

b like li (without dot on i)

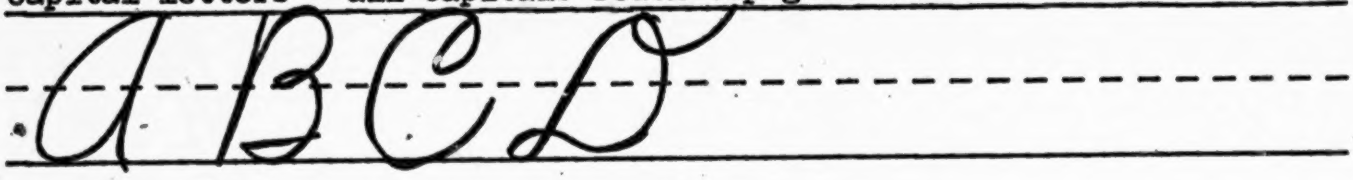
t like T

n like u (pointed tops) occurs when striving for speed

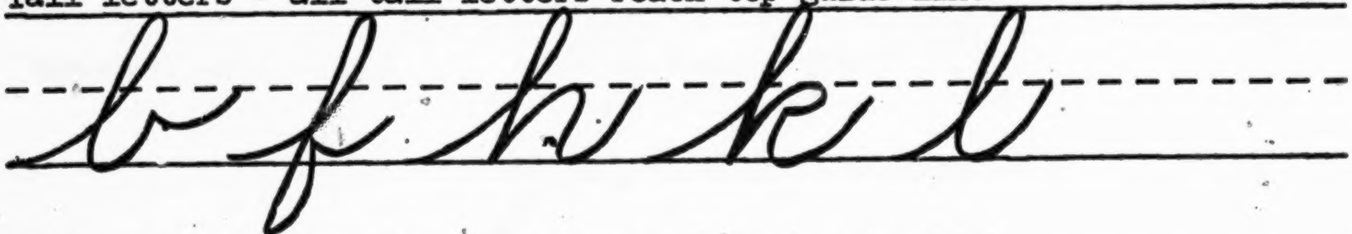
a like o u a

C. Letter size

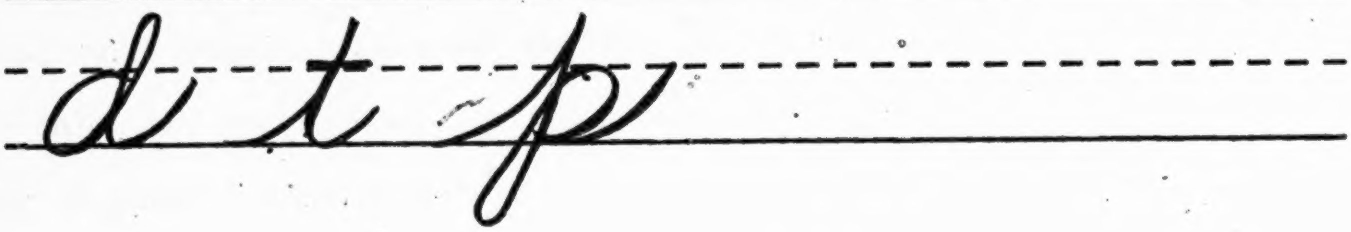
Capital letters - all capitals reach top guide line



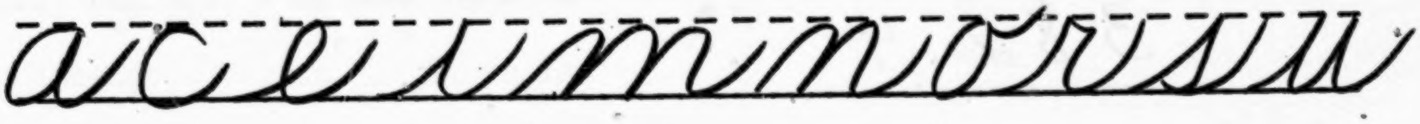
Tall letters - all tall letters reach top guide line



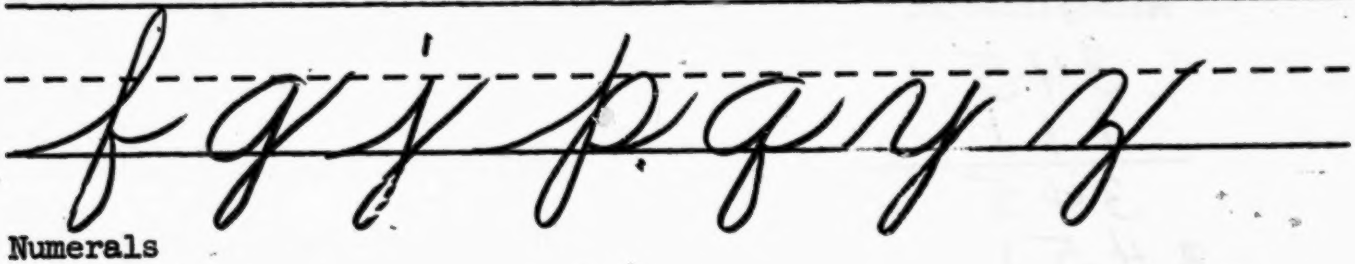
Middle letters - middle letters are 2/3 of space high



Small letters - small letters are 1/2 space high

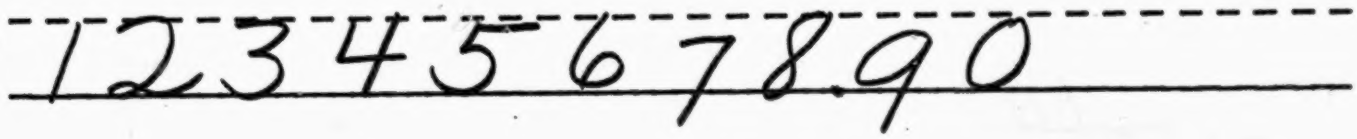


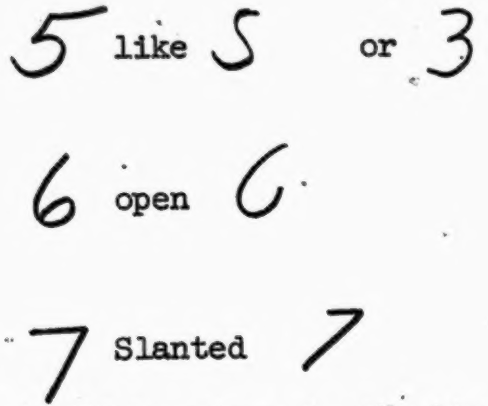
Letters below base line - small letters extend 1/3 of space below base line



D. Numerals

The common errors in numerals occur in the writing of the 5, 6, and 7.





Special attention should be given to the handwriting problems that occur in arithmetic. Many of the following errors occur because the pupil does not have the arithmetic understanding of arrangement. Remedy of this may take place in handwriting lesson as well as in arithmetic lesson.

Arrange problems in straight vertical columns in addition and subtraction.

```
 495.6
 382.4
──────
```

If decimal points are used in problems, arrange them in a straight column (line). Allow 1/2 of number width for decimal point.

Multiplication

```
  345
  111
─────
  345
 345
345
─────
38295
```

Columns of numbers should be arranged so that blank spaces indicate zero used as a place holder.

Division

```
     10
36 | 360
     36
     ──
      0
```

Figures should be properly placed within the guide lines.

Fractions

$\frac{3}{5}$ of 5

The height of a fraction should be same size as a whole number. Guide line should be horizontal - not slanted.

Other errors of arrangement

- Running problems together.
- Disregarding use and value of decimal point.
- Improper placing of numbers.
- Slanting of columns to left or right.
- Running problems together.

Disregarding columns

Writing numbers too large

Proper size of numbers

Write numbers one-half space high

56 34 15

Write fractions one-half space high

$\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$ $\frac{2}{3}$

Use one line for each number in a column of numbers.

E. Arrangement

Orderly arrangement is a requisite for all school subjects, map work, charts, graphs, language arts, number work, spelling, story writing, special reports, projects and activities that arise.

In addition it helps make papers attractive and pleasing to the reader.

Encourage children to plan their written work by first asking themselves these questions.

Do I watch my margin?

Do I crowd my writing?

Do I cramp too many arithmetic problems on one line? on one page?

Do I leave a line between arithmetic problems?

Do I write small at the end of a page so that I don't have to use another page?

Do I space my work properly?

F. Integration

Children should be aware of handwriting as a useful tool of communication and in other areas of the curriculum.

Opportunities for use of cursive and manuscript writing may be utilized in written experiences -- letters, announcements, invitations, thank you notes, records, club meeting minutes, arithmetic, creative stories, poems, reports, descriptions, science experiments, spelling lists and other areas that occur in the classroom.

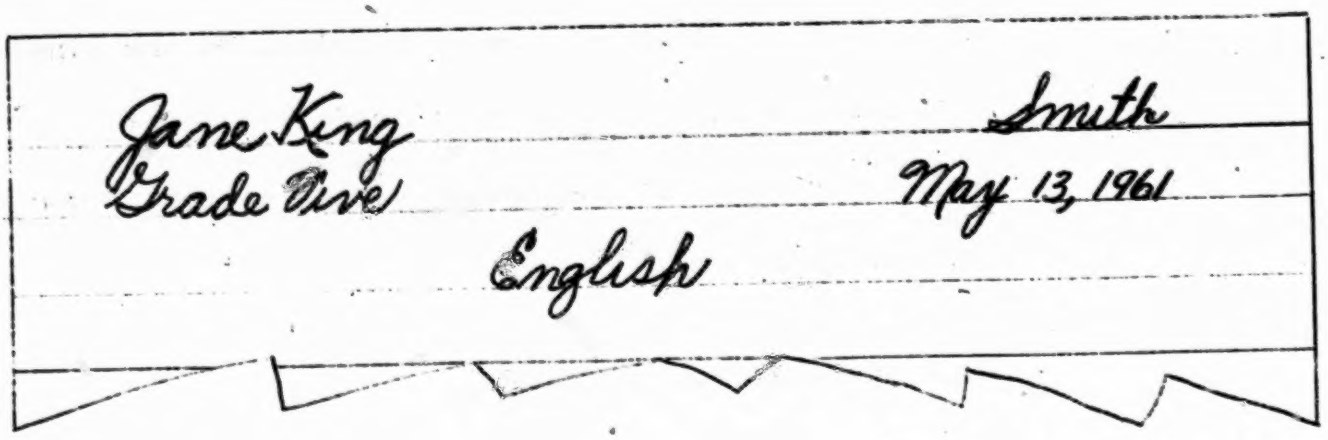
G. Responsibility for care of materials

Care of pencils - each child should have an extra pencil or two in his desk.

Fountain pens should be filled in morning prior to use for day.
The point of pen should be kept clean and free of foreign objects.
Caps should be placed over the point when not in use.
Tips of ball point pens should be wiped clean frequently to allow better line quality when writing.

H. Suggested heading

Suggested arrangement of heading should be determined for the entire school by the staff.



Jane King
Grade Five

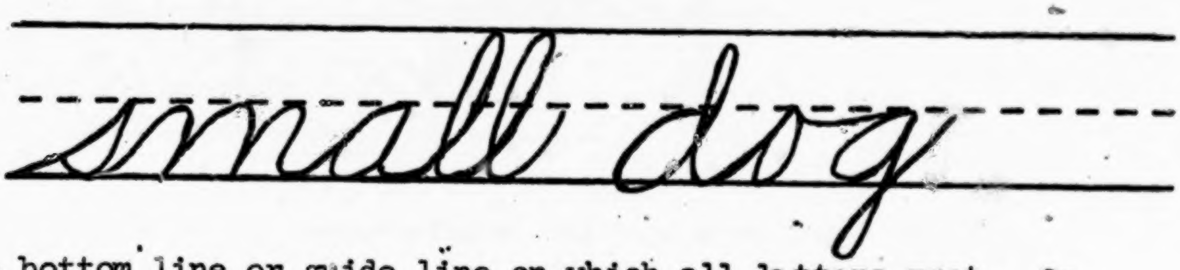
Smith
May 13, 1961

English

VI. WRITING VOCABULARY

Prior to the introduction of any specific handwriting lesson in the classroom some time should be spent to acquaint the child with handwriting vocabulary.

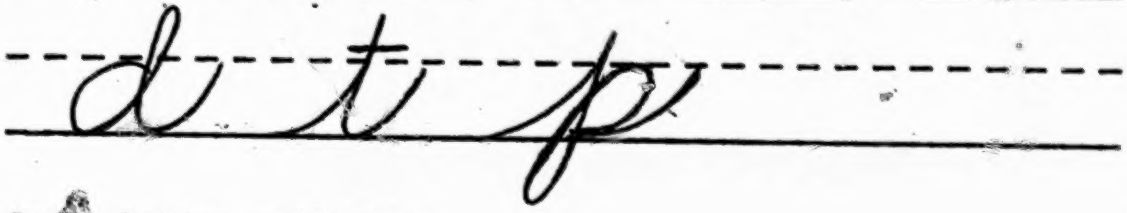
Alignment - evenness of small, middle and tall letters; all resting on base line



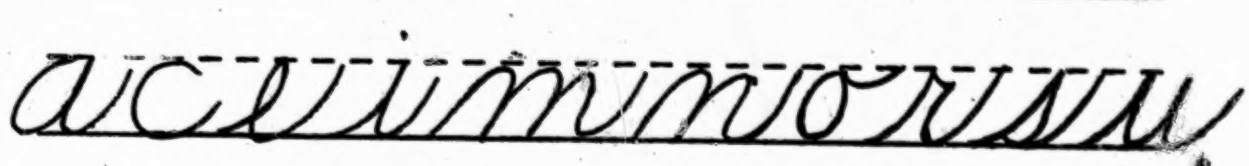
Base line - bottom line or guide line on which all letters rest. On unruled paper an imaginary straight (horizontal) line is followed.

Guide lines - lines (real or imaginary) that determine the height of small, middle and tall size letters. Margin lines are also guide lines.

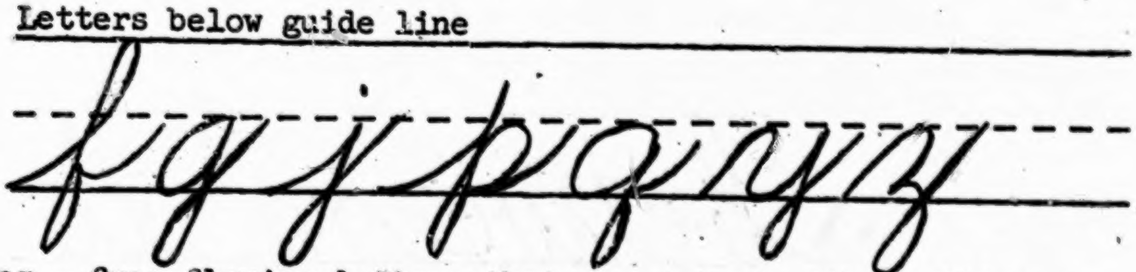
Middle letter guide line



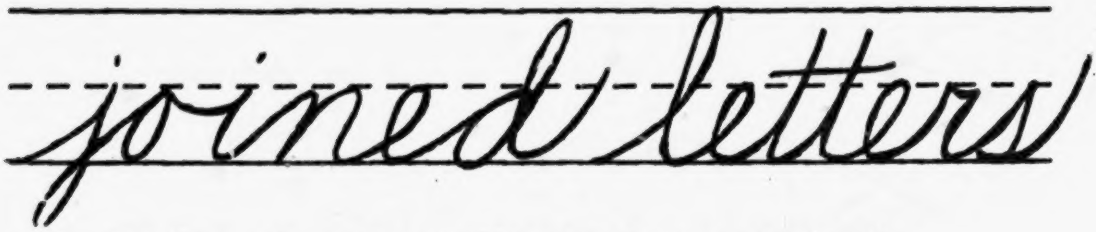
Small letter guide line


a c e i m n o r s u

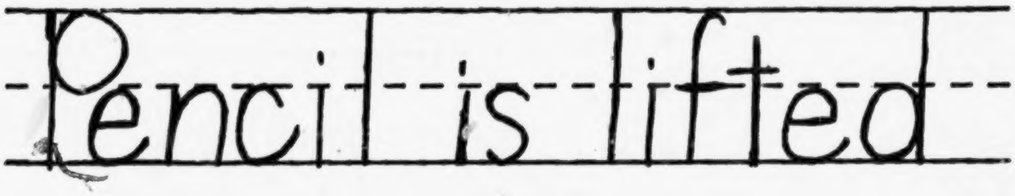
Letters below guide line



Cursive writing - free-flowing letters that are joined without lifting pencil until the word is ended. Writing is usually slanted.


joined letters

Manuscript writing - printing. Pencil is lifted after each stroke.

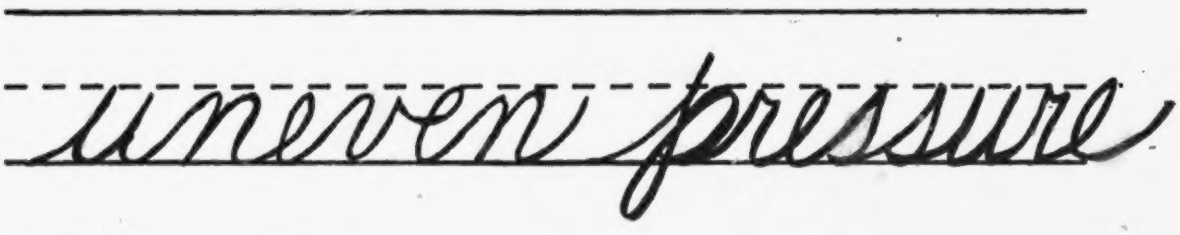

Pencil is lifted

Curve - arc of a circle. Right curve the arc or rounded part of circle

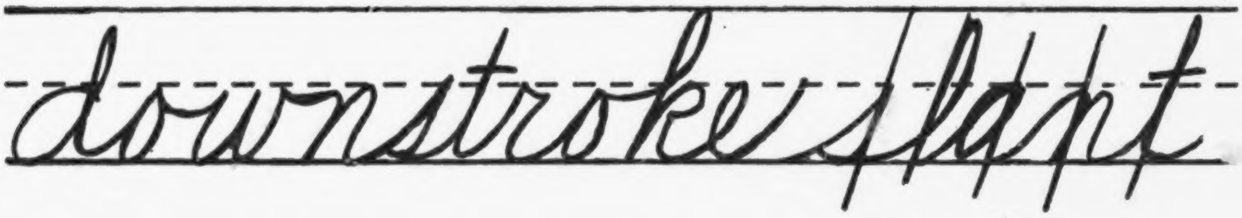
curves right (↓ . Left curve the arc curves to the left ↑)

Loop - joining of left and right curves l .

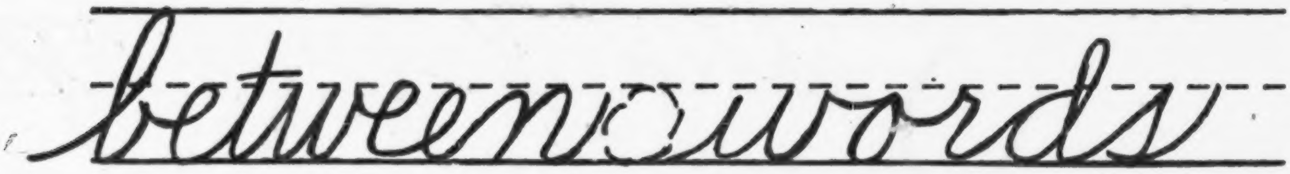
Line quality - uneven pressure applied to pen or pencil causing lightness or heaviness of written work such as


uneven pressure

Slant - direction of downstroke


downstroke slant

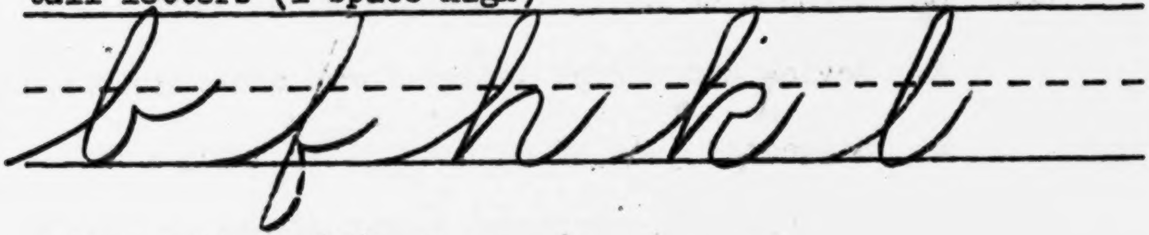
Spacing - space between words is the width of a letter "o".


between words

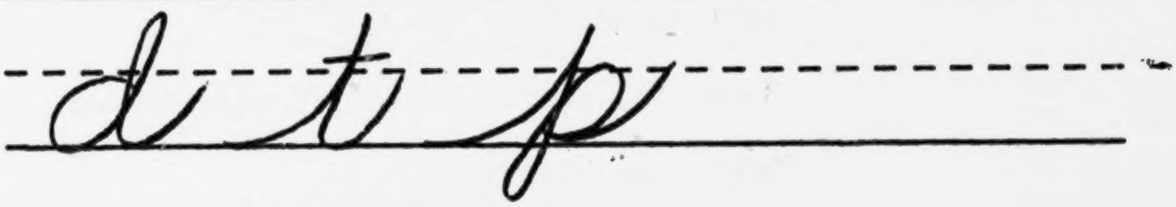
Letter size - tall letters and capitals reach top line

Proportion

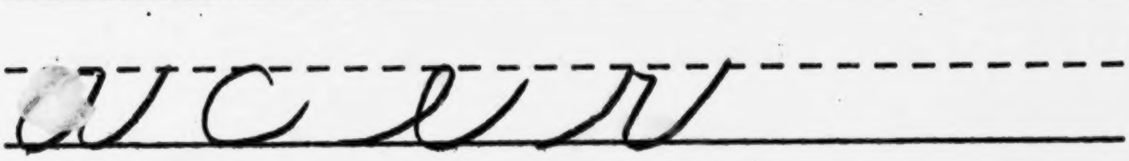
tall letters (1 space high)



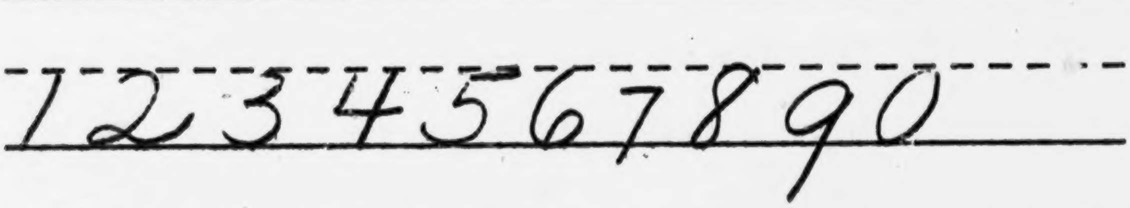
middle letters (2/3 of space)



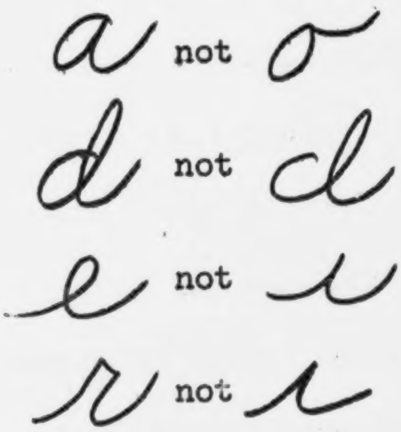
small letters (1/2 of space)



numbers (1/2 of space)



Letter formation - proper formation of letters avoids confusion with other letters



Arrangement - proper heading for all written work and placement of work on paper. Includes even margins at top, bottom and sides.

Stroke - free-flowing and uninterrupted straight or curved movement of writing instrument on the page.

Legible - writing is easy to read.

VII. MAINTENANCE OF SKILL IN MANUSCRIPT WRITING

A. Review manuscript letter forms and suggestions pages 18 to 40.

B. Suggested uses of manuscript in daily work.

Posters, pictures, blank spaces on test forms

Wall charts

Booklets, poems, titles of stories and songs

Labels and captions

Workbooks, order forms, card files, lists

Displays, collections, exhibits, reports, outlines, receipts, deposit slips, bookkeeping records, club minutes

Maps, graphs, blue prints

C. Schedule at least one subject area lesson per week to be prepared in manuscript. The subject area should vary from week to week.

VIII. THE LEFT-HANDED WRITER

A. Consistent left-handed preference

With children who are consistently left-handed, (perform all tasks with left hand) find it easier to maintain proper position of paper and the writing hand than do children who use both left and right hands. The teacher must follow up on this, checking repeatedly to see that the paper is placed properly. These consistent left-handed children tend to have fewer problems than do children with a weak left-handed preference. Some adjustments may be necessary for them, however.

B. Weak left-handed preference

Children with weak left-hand preference (who perform some tasks with their right hands) tend to have more difficulties when learning cursive writing. They should be watched closely and if difficulties are apparent, try some of the following suggestions.

1. If he wants to turn his paper to a right-handed paper position encourage him to keep paper turned properly and use a backward or left slant. Writing slanted in this way permits a vertical view of letter forms. This emphasis must be continued as a child progresses in school. Teachers must accept left or backward slant as a better solution than a hooked writing hand with paper turned to the left.
2. Have him hold the pencil 1½ inches from the point. This is difficult for the younger child who is struggling to control the pen, but it will assist him in keeping his fingers and hand below his writing so he can read what he writes.
3. Have him use harder leaded pencils and blunt pointed fountain pens to minimize smearing if this is a problem.
4. Encourage him to maintain manuscript writing. Left-handers often find manuscript writing easier than cursive and maintain the skill on their own initiative.
5. Expect slower writing from left-handers. Give them more time to complete assignments wherever necessary.
6. Furnish individuals with alphabet sheets illustrating the backward slant.
7. Do not expect much improvement by drilling at the blackboard. This is a different skill that does not present the same problems as writing at the desk.
8. If a child can be helped to adopt the normal left or backward slant, give extra time if needed. During this period he may

be excused from other writing assignments. He should be helped to concentrate on his writing without the pressure of fulfilling other writing assignments.

IX. MATERIALS (*Indicates item stocked in storehouse and available by requisition.)

A. Paper

*1. Number 4 manuscript writing paper, 8½ x 11 inches. One-half inch heavy ruling, with ¼ inch light line between. Helpful in making the step to cursive writing, this paper will serve for both the last steps in manuscript and the initial phases of cursive writing. This may be useful with individuals who are having a difficult time due to poor coordination.

*2. Number 5 writing paper, 8 x 10½ inches. One-half inch ruled. Designed to be used starting in the latter part of third grade, this paper provides a step before the 3/8 inch ruled paper recommended for the intermediate and upper grades. Lines run the long way on the paper.

*3. Number 6 writing paper, 8 x 10½ inches. Three-eighth inch ruled. This paper is recommended for use in the intermediate and upper grades where children appear ready for its use.

B. Other

1. Pencils, ball-point pens, or fountain pens.
2. Alphabet wall cards.
3. Refer to suggested transit, on Procedures in 3rd grade section of this guide p. 60 .

X. EVALUATION

A. Areas to be evaluated

1. Alignment

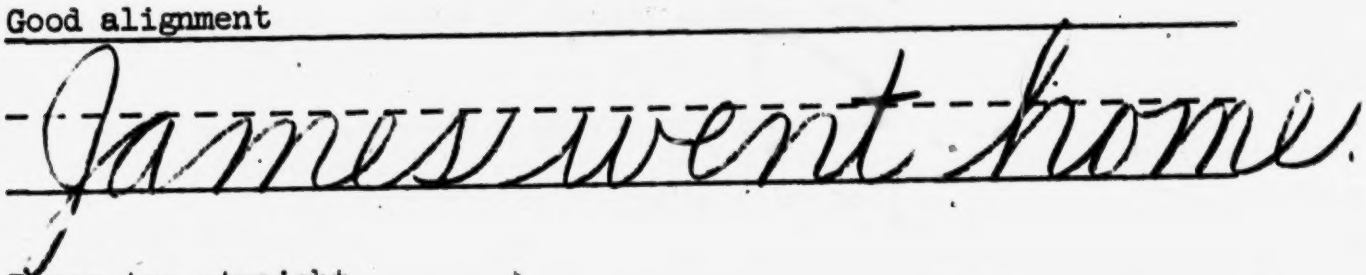
Rest all letters on the base line.

Do all tall letters and capitals touch the top line?

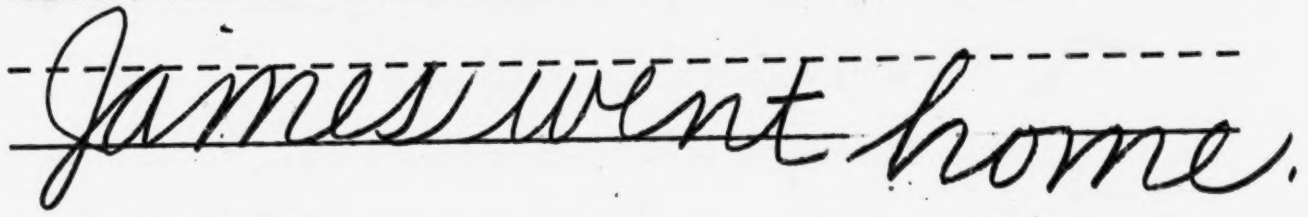
Stress legibility and its importance to alignment.

Check the alignment of tall letters, middle letters, small letters, letters that extend below the line and numerals.

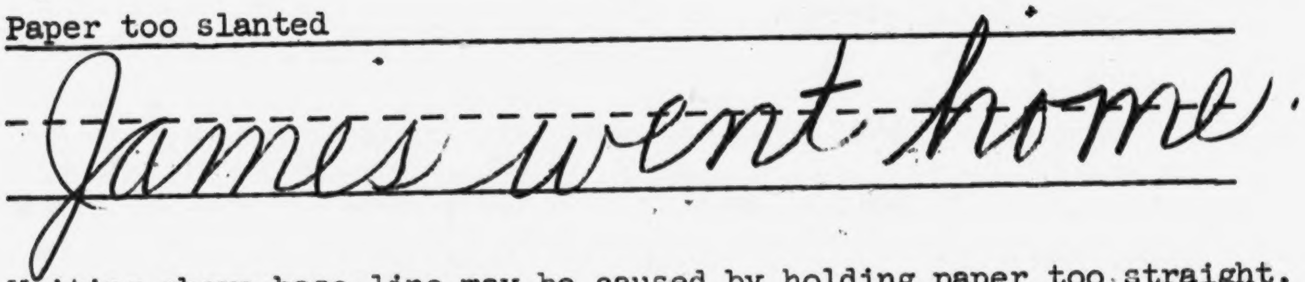
Good alignment


James went home.

Paper too straight


James went home.

Paper too slanted


James went home.

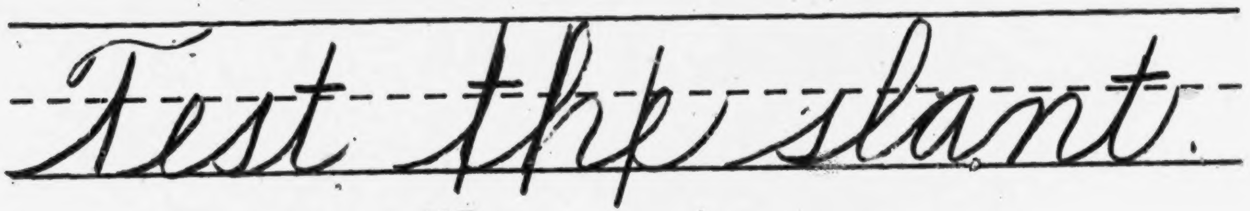
Writing above base line may be caused by holding paper too straight.

Writing below base line may be caused by slanting paper too much.

2. Slant

Is slant consistent? If slant is not consistent review the mechanics such as body position, placing of paper, holding of pencil or pen.

Slant can be tested by drawing parallel lines through down strokes of letters.


Test the slant.

Adjust paper; correct defects by calling attention to posture and hand position.

Too little slant tends to slow writing movement. Cursive paper position should not be the same as manuscript. Adjust to correct position.

Too much slant affects letter proportion and causes lazy leaning letters. If paper is placed almost horizontal (top and bottom form sides), adjust to proper paper position.

Move position of paper often enough to keep writing directly in the line of vision.

3. Spacing Letter and Word spacing

What causes poor spacing?

Irregular word spacing may be caused by faulty beginning and ending strokes.

Long beginning and long ending strokes sometimes cause writing to be too large.

Short beginning and short ending strokes cause writing to be too small.

Improper spacing often causes crowding of words on a line.

Space between letters should be uniform. Between words the size of letter O.

4. Size What causes poor letter size?

Improper size is caused most frequently by holding the pen or pencil incorrectly.

Large writing results from holding pen too high - not enough finger control - too much arm control.

Small or cramped writing results when pen or pencil is held too close to the point resulting in finger control of movement, by holding pen or pencil too tightly or by using finger movement only.

Suggestion: Review posture, proper grasp of pen or pencil, proper coordination of arm, shoulder and finger. Pupils who are poorly coordinated must be expected to write rather large.

B. Procedures to follow

1. Encourage the child to diagnose his mistakes. Explain how to overcome them.
2. Eliminate one error at a time.
3. Considerable time should be given to teaching the correct formation of letters and numbers.
4. Compare with previously written materials that have been corrected.
5. Have each child indicate his area of self-improvement daily by a letter designation on top left hand corner of paper he writes. Designation would include the five basic standards of good writing; F - Formation of letters; S - Size; Sl - Slant; A - Alignment; Sp - Spacing
6. Use the bulletin board to display neat and attractively arranged paper. Include those that show improvement.
7. Use the opaque projector for analysis of proper arrangement.
   For evaluation of arrangement

   Proper heading

Crowding of words

Margin

Smudges, erasures, retraced letters, poor expression

C. Purpose of the lesson

The following lesson introduces a method for continual self-evaluatio and helps to develop a critical attitude toward handwriting.

All desks should be free of materials not to be used.

Introduction should be given emphasizing specific aim of the lesson. The teacher might say something like this, "I have been correcting your handwriting work from day to day and find that some need help in different areas. Today our lesson is going to be a little longer than usual, and I am going to assign each one of you to a group in which I feel you need the most help." (Some will need help in all areas.) Assign each pupil to a specific group of work in which improvement in one or more of the following aspects will be emphasized.

Slant

Spacing

Alignment

Letter size

Letter formation

After assignments have been made proceed as follows: "I am going to review our five basic habits of slant, spacing, alignment, letter size, letter formation."

Use opaque projector to stress goals if desired. Review five basic steps.

"I want each group to write on the top left hand corner of the paper the basic habit on which you are going to work to improve. F for letter formation, Sl for slant, S for spacing, A for alignment and Sp for spacing."

"The group working on slant will concentrate on slant. The group working on alignment will concentrate on alignment." Continue this with remainder of groups.

"We will now write todays assignments."

After collecting assigned work say, "For the next two weeks (or left to discretion of teacher) I want each one of you to continue writing on the upper left hand corner of all written work the basic step on which you are concentrating."

Number 1 - Manuscript Writing Paper
12 x 18 inches

Ruled as shown on this page
Available by requisition from School Storehouse

Number 2 - Manuscript Writing Paper
7 x 11 3/4 inches

Ruled as shown on this page
Available by requisition from School Storehouse

Number 3 - Manuscript Writing Paper
8 1/2 x 11 inches

Ruled as shown on this page
Available by requisition from School Storehouse

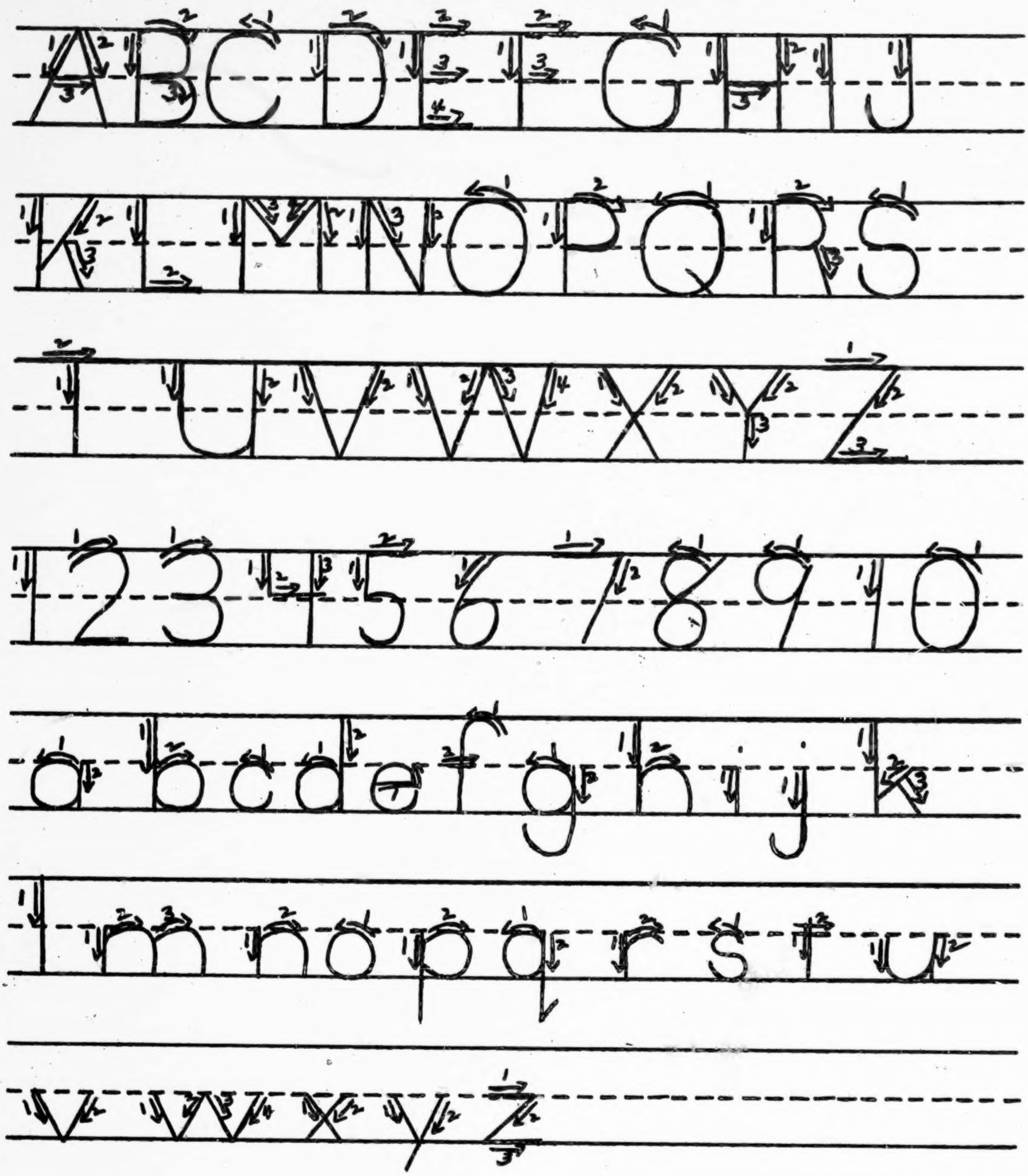
Number 4 - Manuscript Writing Paper
8 1/2 x 11 inches

Ruled as shown on this page
Available by requisition from School Storehouse

Number 5 - Manuscript Writing Paper
8 1/2 x 10 1/2 inches

Ruled as shown on this page
Available by requisition from School Storehouse

Number 6 Writing Paper
8 x 10½ inches
Ruled as shown on this page
Available by requisition from School Storehouse


A B C D E F G H I J
K L M N O P Q R S
T U V W X Y Z
1 2 3 4 5 6 7 8 9 10
a b c d e f g h i j k
l m n o p q r s t u
v w x y z

This sheet is available in large quantities for individual pupils. To secure them, call the Curriculum Office, Ca. 4-4612, ext. 529.

ABCDEFGHIJKLMNO

PQRSTUVWXYZ

abcdefghijklmno

pqrstuvwxyz

1234567890

This sheet is available in large quantities for individual pupils. To secure them, call the Curriculum Office, Ca. 4-4612, ext. 529.

A B C D E F G H I J K L M

N O P Q R S T U V W X Y Z

a b c d e f g h i j k l m n o p

q r s t u v w x y z

1 2 3 4 5 6 7 8 9 10

This sheet is available in large quantities for individual pupils. To secure them, call the Curriculum Office, Ca. 4-4612, ext. 529.

abcdefghijklmnopqr
stuvwxyz A B C D E F
G H I J K L M N O P Q R S
T U V W X Y Z This writing is
vertical. Write this way if it is
easy for you. 0 1 2 3 4 5 6 7 8 9

abcdefghijklmnopqr
stuvwxyz A B C D E F
G H I J K L M N O P Q R S
T U V W X Y Z This writing
slants to the left. Write this way if it
is easy for you. 0 1 2 3 4 5 6 7 8 9